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of
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In the Editor's Corner

The guest editorial in this issue is by J. E. Rogers, now retired but for many years a leader in physical education and recreation, and a member of the staff of the National Recreation Association.

A New Challenge to Physical Education

THE BIGGEST PROBLEM facing this country today is "What will the people do with the rapid growing free time they have, with less hours of work and increasing leisure?" Education's problem is: "How can we best educate and prepare for this new leisure?" that the whole people now have and enjoy. Education in general, and physical education in particular have much to contribute to the conservation of the new leisure of the American people.

Leisure was once the privilege of the few, but now it is the opportunity for the many. Will it be a blessing or a curse? Much will depend on its use or abuse. It is therefore just as important today to educate for the wise and wholesome use of leisure as it is to educate for work. Avocational education is as important as vocational education.

Once people worked twelve hours a day, six and seven days a week. Now by law, the work week is forty hours, eight hours for five days. Due to inventions and automation, the thirty-hour work week is already here in some industries. We will have more free time and less work time.

Will this be used for self-improvement or self-indulgence? Will it mean *re*-creation, or *wreck*-creation? Free time can mean dangerous time. We do not get in trouble when we work and sleep. The test of this nation's civilization will be in how we use the free time of the masses.

To educate for leisure is one of the cardinal principles of education. We have devoted much attention to the other principles but have done little about this new challenge to education. What man does on his off-duty time largely determines what he does on his job. Today, the worker must find expression for his personal and creative powers not in his work, but outside his job.

Once as a craftsman, he was a creator, draftsman, and maker of a whole product. Now the machine does the work. He is it's attendant. Once a man found satisfaction for his talents and training in his work. Now he must find it in his leisure. So we must educate for leisure as well as for labor.

A new day demands a new education. We must give all, young and old, opportunities to express their skills, talents, and hobbies. Our programs must provide for creative, physical, manipulative, and art desires. We must provide for the inner urge to do, to believe, to achieve, and to desire.

To satisfy the hunger of the body is a first concern. Today we sit at our work; the machine does the work for us. We have become "pushers of buttons". If we are to have physical stamina and fitness we must provide physical education.

The school can educate for leisure by:

1. Introducing people to a wide range of interests.
2. Teaching the use of books and libraries to develop wholesome, reading desires.
3. Developing appreciations, understandings, and appetites for all the arts, drama and music, for singing, playing, and dancing.
4. Providing opportunities for children in active games to be continued into adult life.
5. Having a rich school social life through extra-curricular activities and clubs.
6. Cultivating a love of the out-of-doors through nature education and camping.
7. Developing interests and hobbies in all creative fields, drama, music, fine arts.
8. Making the school and the playfields the center of a wholesome, personal neighborhood life.
9. Providing the facilities and programs for an abundant and busy physical participation in a wide variety of physical activities.

Education, and especially physical education, faces a great challenge.

—James E. Rogers.

Fitness of American Youth

C. L. Wear

PRESIDENT EISENHOWER'S National Conference on Fitness of American Youth was to have been held September 27 and 28 at Lowry Air Force Base near Denver. Due to the President's illness the Conference was postponed, no date has been set as yet. Among the over 125 delegates were educators, national sports figures, national youth leaders, and medical people. The mission of this Conference, in the words of the President, will be to "do more than we are now doing to help our young people become physically fit and, therefore, better qualified, in all respects, to face the requirements of modern life."

Vice-President Nixon's opening address was to have included the following paragraphs.

"This conference is seeking ways in which citizens throughout the land can work together to improve the fitness of our youth. Cooperatively, we shall examine present programs to find out what opportunities for youth participation are now provided, to discover existing gaps in programs, and to discuss what should be done further to meet the fitness needs of all our young people. Together, we shall look at our combined resources of leadership and facilities. We shall probably find a need for additional information which may suggest further study and research.

"By means of our group deliberations, we may gain new insights and new inspiration. We shall consider how organizations, through more effective cooperation, can improve their efforts on behalf of children and youth. Our careful thinking will go into the question of how we shall achieve full public support and understanding of the need for doing more toward youth-fitness.

"Finally, in response to the President's request, we shall suggest how he might lend the support of his Office to this nation-wide undertaking to encourage total fitness of all the nation's boys and girls and, further, how the Federal Government might appropriately assist and encourage interested organizations and agencies, already doing splendid work, in serving youth."

Test Results

This conference is the culmination of a series of events growing out of a report made by Hans Kraus, M.D., to the New York State Medical Society in the spring of 1953 in which he made public the results of tests of muscle strength which had been administered to nearly 2,000 southern European children and to over 4,000 eastern American children. The American children were far weaker than the European children in the muscle groups tested. Dr. Kraus, an Associate Professor of Clinical Physical Medicine and Rehabilitation in the New York University College of Medicine, is also a physician in the Institute of Physical Medicine and Rehabilitation of New York University-Bellevue Medical Center.

This report of the poor muscular condition of the selected group of American children received extensive newspaper and magazine publicity in 1953 and 1954. Dr. Kraus has spoken before a number of groups over the country reporting on these tests and advocating more vigorous activity for all children.

Over 650 youngsters were tested in the Lincoln, Nebraska schools during December, 1953 and January, 1954. Results were secured which were almost identical to the European results. Until testing in other Nebraska schools shows otherwise, the writer believes that Nebraska children in general would not prove weaker than Lincoln boys and girls. These tests measure only one small part of total physical fitness and require only a small amount of strength—probably all children should possess more strength in the muscles tested than these tests require. Also the administration of the tests and the method of interpreting results should be revised to give a more valid evaluation of true muscle fitness.

Planning Conference

As a result of Dr. Kraus' activities, John Kelly, a former sculling champion, and National Director of Physical Fitness during World War II, and Senator Duff of Pennsylvania became interested in this matter and succeeded in persuading the President of the United States to call a meeting July 11 of this year to discuss the fitness status of American youth. The President invited several nationally known sports champions (baseball, boxing, driving, golf, tennis, etc.), other prominent sports figures and leaders, sports writers, and Dr. Kraus. As a result of this meeting, Vice-President Nixon was appointed to develop a program in physical fitness. On August 8, Vice-President Nixon held a luncheon meeting to discuss this project. Included at this time were representatives from the NEA, the American Association for Health, Physical Education, and Recreation, and the U. S. Office of Education. At this time the National Conference was set for September 27 and 28 at Lowry Air Force Base.

Regardless of any criticisms which may be aimed at the Kraus tests, educators, and physical educators particularly, should be pleased that attention has been directed nationally to *all* boys and girls, especially those of average and under-average physical ability. Our primary concern should be with seeing that programs are supervised by people qualified through training and interest to serve youngsters best and that schools have an important part in administering any programs that are set up.

Some Questions

A list of "Key Conference Questions" had been prepared by Vice-President Nixon and his planning

committee to guide the thinking at the National Conference. The writer was asked to submit comments on the questions and did so as follows:

1. We need first to establish just what kind of fitness American youth needs for wholesome, enjoyable, peacetime living.

2. We need to decide just how much of each aspect of fitness (strength, agility, endurance, flexibility, power, etc.) youngsters need. We must give parents understandable reasons for the desired levels of fitness based upon facts which are sound and defensible physiologically, anatomically, emotionally, and socially.

3. As a part of this physical fitness promotion we ought to have an extensive sports program (particularly of an intramural nature) for *all* youngsters. Sports alone, however, will not be the answer for developing complete fitness—sports are only one part of a well-rounded program of fitness development. Other important parts are stunts (which include activities that involve hanging and climbing), tumbling, rhythmic activities, and aquatics. Usually a boy doesn't get the fitness to take part skillfully in a sport just by playing the sport. As all coaches know, added conditioning and strengthening activities are needed.

4. We ought to be able to promote a sound physical fitness program for all youngsters without having to resort to such motivational measures as highly competitive meets of various kinds—unless we include all youngsters. Let's be sure to administer this program in such a way that we do not begin eventually to neglect the less capable. Too many projects of this kind have started out with a high purpose of serving *all* interested youngsters and then "championship fever" has brought about a gradual neglect of all but the more physically gifted ones.

5. People in charge of this program ought to understand, and give due regard to, the needs, interests, capabilities, and limitations of the age groups with which they work. For this reason it seems advisable that these people ought to be the physical education teachers and coaches of our schools. We need many more teachers who are interested in working with the average and the under-average boys and girls. Women ought to be in charge of girls' activities, particularly in junior and senior high schools.

6. Equipment for promoting a well-rounded program for all is inadequate in most schools. For one thing, we need more equipment for bringing arm, shoulder, and abdominal strength to higher levels. Mats, climbing ropes, horizontal bars, and jungle gyms are important pieces of this kind of equipment. We are in better shape as far as play areas are concerned, but these are in use for only a few hours each day and are usually restricted for the use of interscholastic groups.

7. Health promotion is an essential part of any total fitness program. Health instruction is an essential part of health promotion. We need much more health instruction than we now have, and we need it handled more wisely. The health instruction areas of nutrition, exercise, rest, sleep, disease control, emotional health, and grooming are particularly important.

8. The school and community must work together to provide a year-round program to meet the fitness and recreational needs of youngsters.

It would appear that each community should face these problems realistically, and then take some practical steps to solve them.

LETTER TO A YOUTH

This is an open letter to a boy, about 18, who forced me off the road while cutting in sharply and passing me on a hill yesterday afternoon:

"Dear Son:

You may think you are a good driver, and perhaps you are. But I'd like you to keep in mind that most of your *skillful* driving is due to other motorists.

Anybody can whip along the road as fast and as carelessly as you were going. There's no trick to that . . . the new cars are loaded with power and pickup . . . too much so, I'm afraid.

Just remember that it was my alertness that prevented an accident on the hill, not yours. And the driver who was approaching us also had to brake suddenly and swerve in order to save your life and his.

It is not your courage and dexterity that has kept you alive as long as this, but the prudence and politeness of other motorists. You have been trading on our good will and sense of self-preservation.

I wish it were possible to point out to you that your kind of driving is nothing but bad manners . . . it is not heroic, or adventurous, or manly.

Suppose you ran down a crowded street, pushing people out of your way, knocking packages out of ladies' hands and kicking children into the gutter. What would be so heroic or manly about that?

Nothing, of course. Then why do you suppose that having 2,000 pounds of steel under you makes it any better? There's nothing to be proud of in driving fast . . . any fool can do that. It's a form of cowardice to threaten other drivers, not courage.

Suppose you beat me at the getaway, or up the hill? What does that prove? Nothing, except that the car you bought is faster. You didn't make it; it's a commercial product. Anybody can buy one like it . . . and anybody can drive with a maniacal disregard for safety.

So don't take any pride in your deadly accomplishment. A real man is considerate and polite . . . and takes chances only when it counts, when his honor and conscience call for it. On the highway, most of all, it's easy to tell the men from the boys . . . for the men have to save the boys from the consequences of their foolish and needless bravado.

Sydney J. Harris"

An editorial in the Chicago Daily News.

Marks or Misjudgments?

Ruth Callon

AS A PHYSICAL EDUCATOR do you often wonder what should be the basis of grades in physical education activity classes? Do you have answers to the following questions? Should marks be based on the student's skill alone? Should the capacity and limitations of the student be taken into consideration? Should sportsmanship and fair play be a part of the grade? Are showers, absences, and uniform important in determining credit? Should the results of tests and measurements enter into the grade? These are some of the questions that plague teachers of physical education.

Oftentimes the physical educator feels the need of definite evidence upon which to base the marks given in activity classes. This tangible evidence often takes the form of showers, participation, absences, and proper uniform. Are these factors basic to good participation in physical education? If a student meets the requirements of showers, etc., are we certain that he or she has really profited from the class? Thus, we see the need for a marking system which will give valid information as to what the student has actually gained from physical education class.

Criteria for Marking

A teacher should first seriously consider what are the functions and purposes of marks and what constitutes a good marking system. A marking system must in a large degree meet the standards of the teacher, student, parents, and administrator. To this physical educator it seems that a good marking system would have the following points:

1. The marking system should be based upon the objectives of the course and the general philosophy of the school of education.
2. The marking system in physical education should use the same symbols as those used in all other departments of the school. (For example, if other departments mark with A's, B's, etc., so should the physical education department.)
3. The marking system should be simple and concrete enough to be thoroughly understood by parents, students, and all others concerned.
4. The marking system should give the student a definite idea of his progress and to point out in what areas he needs improvement.
5. The marking system should be easily administered and not too time consuming.

Objectives—The Basis of the Marking System

As stated in the first criteria of a good marking system, the marks should be based upon the objectives. The specific objectives of our classes vary as do our skills and techniques of teaching. However, as we physical educators view our activity classes at the beginning of the term, we hope that each student will attain the following objectives:

1. To develop the body to greater fitness and to appreciate and understand the body.
2. To acquire skills in performing and playing games and sports.
3. To know and understand the rules, terms and general information of various games and sports, the majority of which will have recreational value now and later.
4. To build proper attitudes of sportsmanship, cooperation, and team work which will fit them to live better.
5. To respect and obey rules and regulations, which are necessary for proper functioning in physical education classes and for success in life.

With the objectives and criteria as guides, we can now turn our attention to the details of the marking plan itself.

Main Points of the Marking Plan

This plan was created because of a felt need on the part of this instructor for a plan which would be based mainly upon concrete evidence and still would cover the objectives of the activity class. This plan is not meant to be a panacea for the ills of physical education marking systems. It was planned for a specific physical educator in a specific school, yet in it are ideas and suggestions which might be helpful to other physical education teachers. The main ideas of the marking plan are as follows:

1. The system is based upon 100 points as total. These points can then be converted into grades in the following manner: 90 to 100 points, an A; 80 to 90 points, a B; 70 to 80, a C; 60 to 70, a D; and below 60 points, an F.
2. The progress of the student's attainment of each objective is measured separately and each objective has the following value: Developing the body, 15 points; mastering game in sport skills, 25 points; knowing and understanding the rules and terms of games and sports, 25 points; building proper attitudes, 20 points; and obeying class rules and regulations, 15 points. It is realized that physical educators will disagree on the weighting of these objectives, but they may be changed to fit the beliefs of the teacher.
3. The body developing activities and exercises, the skills to be mastered, and the rules and terms of the games or sports being studied will be posted at the beginning of each unit. Therefore the student will be informed as to what he is expected to learn in each unit.
4. At all times there will be posted the rules and regulations of the class, and a listing of the proper attitudes to be displayed in activity class. This again is to keep the student informed on what he is to do.
5. Two class periods should be used in each unit for checking, marking, and testing. One of these periods should be midway in the unit and the other at the end of the unit.
6. The activity class should be divided into squads of six or eight students, and a squad leader should be selected by democratic procedure or by the rotation method.

To get a better picture of how this marking system will operate, it would be wise to see in what

manner progress in each objective will be measured and how the final grade is determined.

Measurement of Each Objective

In developing the body, almost every physical educator has conditioning exercises or activities which he uses in his activity classes. Among these are push-ups, sit-ups, running laps, rope skipping, etc., and if there is proper equipment—pull-ups, rope climbing, and weight lifting. Any of these and others, may be used to measure how the student is progressing in developing his body. At the beginning of the term, the physical educator should select the body building exercise to be used, and record each student limit in performing these. Out of the possible 15 points in this area, a student's rating on the two testing days might be determined as follows: If he has improved 10% over his previous record, he would receive between 10 and 15 points; if he had improved but not 10%, he would receive 5 to 10 points; if he had remained the same, he would receive 5 points; and if he had regressed, he would receive 0 to 5 points. It is recognized that the difficulty of the activity and the maximum capacity of the individual will affect this rating.

In mastering skills, the instructor would prepare and post, as stated previously, a list of skills considered important in the unit. The teacher would also prepare and post a test to measure these skills. For example, in a unit on softball, the student would be expected to perform the skills of catching, throwing, pitching, batting, and sliding.* A suitable test might be: Catch two fly balls, and three grounders, 5 points; throw to first base from third base, second base, and short-stop positions, 3 points; throw the softball a distance of eighty-five feet or more, 2 points; pitch five strikes out of fifteen pitches, 5 points; hit five fair balls out of fifteen strikes, 5 points; and demonstrate a correct slide, 5 points. This makes a total of 25 points which were allotted to this area. The instructor can regulate the complexity of the skills to be mastered in terms of the ability and the experience of the class.

In knowing rules, the instructor would post the rules, terms, and general knowledge of the sport which were important to understanding the sport or game. An objective test at the end of the unit would be the best way to measure the student's accomplishment in this area. A scale would be set up so that a perfect paper represented 25 points.

In building proper attitudes, there seems to be no other way of grading except subjective opinion. However, since the physical education teacher is not all-knowing and all-seeing, it seems a more fair measure of the student's attitude would come from the combined opinions of the student, the teacher, and the squad leader. There should be some standard upon which all three could base their opinions and arrive at a valid rating. A comparison of a good student and a poor student as far as attitude is concerned might be helpful:

A student with a good class attitude (15 to 20 points):
- Is a fine leader or follower as the situation demands
- Meets all class requirements and responsibilities with zeal
- Is a good sport and is eager to please
- Has good self control at all times
- Is a definite help to the teacher, squad leader, and class

A student with a poor class attitude (0 to 5 points):
- Follows if assignments appeal to him
- Tries to get out of responsibilities and to "get around" requirements
- Does not always play fair
- Does not attempt to have self-control and causes class disturbances
- Refuses to cooperate with the class and must be watched

The average of the points given by the teacher, student, and squad leader would be the student's rating.

In obeying rules, the physical educator recognizes that certain regulations concerning attendance, uniform, participation, excuses, and showers must be set up for the class to run efficiently. After regulations are made some way of checking adherence to them must be devised. A demerit system seems to be the best way of marking this objective: Absence from class—2 demerits; non-participation—1 demerit; failure to take a shower—1 demerit; and failure to have proper uniform—1 demerit. The number of points the student would receive in this area would be fifteen minus the number of demerits. Doctor's excuses, menstrual periods, etc., must be taken into consideration in setting up the demerit system.

The points earned by the student in each objective would be totaled. Then by using the system suggested in point number one under the main ideas of the marking system would determine the letter grade.

Epigram

There is a parable given by Frank Arwood in which a parent asks, "How did you determine my child's mark in physical education?" And the conscientious teacher answered that the mark was based upon objective tests, records, and subjective ratings. Arwood states that they were satisfied—the instructor, the student and the parent. This is our goal in physical education grading. To do this our grades must be reliable and valid marks, not misjudgments.

*Might be questioned as a safety hazard. Editor's note.

How to be a millionaire: Invent a bug that will eat nothing but crab grass.—*Escort.*

A bird in the hand is bad table manners.—*College Chips.*

Safety for Tomorrow's Citizens

W. K. Streit

TEEN-AGE CONFERENCES on safety have been held in Cincinnati for the past eight years and are recognized pioneering in this aspect.

"Play It Safe" was the theme for the Eighth Annual Safety Institute held at Walnut Hills High School in 1954. According to the cycle plan established in the very beginning, one of the four main phases of safety receives particular emphasis each year. This year it was recreation safety. The other areas of fire, home and traffic safety came in for their share of attention and will receive specific emphasis in future Institutes.

The Plan

The general pattern of the Cincinnati Institute is to bring five hundred and fifty high school students together for a brief general session on Saturday morning, and then divide into four assemblies for demonstrations, skits, panel discussions or movies. The student and adult planning committees recommended these assemblies in order to provide a better basis for the discussion groups which followed. These sixteen groups of approximately thirty-five pupils each with a student chairman and recorder give every student delegate an opportunity to participate actively in the meeting. After the complimentary luncheon, a final auditorium session is scheduled to sum up the day's activities and bring inspiration to the group.

The Institute is primarily an instructive motivation of safety education and the delegates are charged with the responsibility of sharing their Institute experiences with other members of the student body in follow-up activities. No school has less than four delegates nor more than thirty-two depending upon school membership. Students are assigned to the phase of safety in which they are most interested. Names of all delegates are printed in the official program and each person has a badge giving his name, school, section and room assignment for the discussion groups. Materials for use in preparing delegates for participation in the Institute are sent directly to the faculty sponsor several weeks prior to the Institute. Lists of questions prepared by the student planning committee form the basis of the discussion meetings.

Student chairmen and recorders are called together for a consideration of group discussion techniques. Such matters as introductions, seating arrangement, selection of topics to be discussed, buzz sessions, how and when to use the adult consultant, and summarizing the meeting are considered.

Student recorders prepared summaries for each of the discussion groups. These were briefed, duplicated and returned to participating schools within one week of the close of the Institute. This material included briefs of the main addresses and of the four assembly programs and was used by student representatives in reporting and interpreting the Institute to the student body.

The pupil planning committee selected the theme, developed the discussion questions, participated in the assembly programs, conducted and reported the sixteen sectional meetings, and met after the Institute to evaluate the effectiveness of the programs. Selected students also served as presiding chairmen of the general sessions.

High school principals and faculty sponsors were kept informed about the Institute and the delegation of pupil representatives from their schools. The community agencies which participated were the Fire Prevention Bureau, Fire Underwriters Association, Public Recreation Commission, Police Department, Greater Cincinnati Safety Council, Gas and Electric Company, Chamber of Commerce, Parent-Teacher Associations, Automobile Club, Board of Health, Transit Company, American Red Cross and Public Health Federation.

Recreation

The assembly on "safety in recreation" consisted of "takeoffs" on three popular television quiz programs—"What's My Line" "Two for the Money", and "Celebrity Time". The student planning committee put on each of the shows with the contestants being selected from the audience. Prizes were band-aids, first aid kits, and candy life savers.

Questions for the first two shows were chosen to stimulate thinking on recreation and safety and the third show consisted of a skit in which a picnic scene was enacted and the audience was asked to look for safety violations. Their observations on the skit were used to start the discussion groups which followed.

Home

A sketch on home safety—"Be Safe Where You Live", was put on by the discussion leaders, recorders and alternates at the Home Safety Assembly. It was based on discussion and demonstration, through questions and answers. Participants were trained by the staff members of the Cincinnati Gas and Electric Company, the Underwriters Laboratory and the Greater Cincinnati Safety Council. Each member of the high school assembly was given an identification badge, "Has the Safety Bug Bit You". On their return to high schools, the students created an interest in home safety by repeated reference to the "safety bug" and it became "contagious".

Traffic

Brief talks by adult consultants, two films and presentation of a prize-winning traffic essay, made up the traffic safety assembly program. A composite picture of traffic problems was presented on "The Vehicle", "The Roadway", "Driver Abilities", and "Driver Attitudes." "Motor Mania," a Disney film posed the problem of the personality which changes in the shift between driving and walking. "Your Permit to Drive" is a film designed to create respect for responsibilities a licensed driver assumes. A special feature of the traffic program was reading of the essay, "How I can Make Eastern Hills Streets Safe for my Fellow Students" by the author. Assumption of individual responsibilities was the principal point of this essay.

Fire

The demonstration for the Fire Safety Assembly was given by a representative of the Pacific National Fire Insurance Company on the subject "Keeping Fire in its Place". This brought out the hazards of fire, with its consequent loss of life and property, and in particular stressed the following:

1) Electrical hazards—particularly overloading of electrical circuits, overfusing, and the bad practice of inserting coins in fuse boxes instead of regulation size fuses.
2) The hazard of spontaneous combustion, as exemplified by fires resulting from oily rags.
3) Fires resulting from the use of highly combustible liquids, such as dry cleaning materials and lighter fluids.
4) The danger of celluloid materials and flammable toys which children might carelessly bring in contact with stoves or open flames.

In addition, the speaker brought out the severity of a number of fires where the loss of life was particularly great, and he gave words of caution as to how to proceed in the event of fire in one's own home.

Summary

Some of the conclusions reached in the discussion groups are listed below:

1. Physical check-ups and insurance for athletes, were considered necessary as were good supervision, good sportsmanship, proper equipment, and intramural games for the less talented players. Everyone should participate a little in some sport for exercise, variety, sociability and relaxation.
2. Good examples should be set for younger students to make them aware that they are responsible for the safety of themselves and others.
3. Good sportsmanship and courtesy were emphasized in sports and recreation. Many accidents and injuries would be prevented on the playing fields, courts, woods and water areas.
4. Good teaching and proper supervision were recognized as of greatest value for boys and girls of school age. Young, conscientious and enthusiastic leaders who have good preparation are needed in recreation.
5. Advertisements about the speed and the horsepower of the newer cars should be played down.
6. It should be made mandatory that a new test for driver's license be taken every five years.
7. Teen-agers should receive their training from a qualified teacher rather than from a parent, relative, or friend who might instill wrong attitudes, and that drivers' training in high school should be worth a full credit.
8. Traffic safety education is a task that is never finished. We must make sure that adequate traffic safety education is regularly presented to the pupils in our schools. Movies, assemblies, class discussions, and articles in the school papers provide means of spreading safety instruction. Best of all is the personal example of each individual.
9. Teen-agers can prevent fires in the home by: Discussing with parents the dangers of smoking in bed; that stairways are kept clear; keep inflammable solvents in a safety can; don't leave oily rags lying around; know how to reach fire department and ambulance; place ashtrays conveniently throughout the house; be sure all matches and cigarettes are out before discarding; and keep matches away from children.
10. Losses by fire affect everyone with the loss of trade resulting. Forty-three percent of the companies that have major fires do not go back into business. Forest fires waste lumber, kill animals and adversely affect our economy. Insurance rates are raised when fires are frequent.
11. It would help to have a definite day for all citizens to check their homes for fire hazards. Teen-agers could set a good example for their elders.
12. Always look for exits and fire extinguishers when entering a public building. Panic is the most dangerous thing about fires in public places; people should realize this and keep calm. A public address system is of great help here.
13. Teen-agers in the home should make sure that attics and basements are clean; pick up things which are scattered around the house, and show children the necessity for it; be courteous and think of others; refrain from putting all the work on mother and father; and keep medicines and poisons out of reach of children.
14. We can make our homes safe for small children by having gates at the top of steps; by watching them while they bathe; by keeping tiny objects from them; by instructing baby sitters; by not putting lead paint on toys; and by getting rid of old equipment.
15. We can make our homes safer for everyone, especially older people by having the stairs well lighted, by keeping a night light burning in the bathroom and bedroom, by having handrails on all stairs, by being generally helpful and by having a discussion on safety and including them.

FINAL SESSION

For the concluding session, following community singing by the audience and vocal selections by the "Safety Four", two headliners spoke briefly on different phases of safety. One was on "Tennis—builder of citizenship and safety" by an international tennis star and the other "Play It Safe" by a special agent of the Federal Bureau of Investigation.

Reports have been sent to the central committee which indicate that schools are using various methods and means of following-up the Institute, and of making it function in the lives of the students and their families.

Safety for tomorrow's citizens pays big dividends in injuries prevented and lives saved through student interest and participation.

Santa Claus School

Harry Grabner

A SCHOOL for Santa Claus! Sounds rather strange, doesn't it? Yet the Fort Wayne Recreation Department has conducted one for several years and found that it has a definite place in the scheme of things at the Yuletide season.

Although the idea was not original with us, we have made inquiries, particularly with the Recreation Promotion and Service Inc., Wilmington, Delaware, and learned much from them about how to conduct such a school.

First of all, why have such a school?

1. Give proper techniques to people desiring to play Santa Claus.
2. Give background information concerning the history of Christmas.
3. Help develop a more natural and realistic Santa Claus.
4. Provide an opportunity for the exchange of ideas on how to be a better Santa.

There are certain areas around which we have built our school which include costume, make-up, visit and tips.

The costume of Santa Claus is important, and here we discuss the type of pants, coat, and cap he should wear, the various types of beards, and the color of the shoes. The pillow (to fill him out) is also very important and is done in different ways.

The matter of make-up is most important, particularly if Santa is to be on a lighted stage or is going to mingle with the children. Children can soon tell the artificiality of a beard and make-up if done improperly. Some prefer the commercially prepared beard which is fastened over the head, while others use the beard made from crepe hair and applied with spirit gum. Care should be taken not to overdo make-up and keep it off wig, whiskers and costume.

A Santa Claus plans his home visits in advance if possible, and should know the names of some of the children. If he is to deliver special gifts and messages this should be arranged in advance. He should be jolly and hearty, but not boisterous. Don't frighten the little ones.

It has been found that short visits either at homes or auditoriums are psychologically better than prolonged visits. Santa can leave quickly by telling the children that he has other stops to make and that his "helpers" (adults of the committee, or parents) will distribute the remainder of the gifts.

Certain "tips" to be familiar with are:

1. Play to those who believe. The ones who do not believe may embarrass you.
2. Know the names of the reindeer.
3. If there are any handicapped children in the party, be careful not to embarrass them.

4. Never wear glasses on a visit.

5. In large parties, Santa's "helpers" can keep things moving.

6. If you borrow a Santa Claus suit, try it on before the visit. Return it promptly, so as not to disappoint other children.

7. Carry a toy sack. Stuff it with paper (etc.) but have some toys sticking out of the top.

8. You may need sleigh bells, snow shoes, and a big book (for the children's names).

9. Don't promise the children things.

To start such a school, you might invite to the initial meeting:

1. Some of the people you know who have played Santa Claus.
2. Entertainment committee chairmen of clubs, lodges and industrial plants.
3. Personnel managers of commercial houses.
4. Recreation chairmen of PTA's.
5. Someone from a local civic theatre group or someone familiar with make-up.
6. Someone who sells or distributes artificial beards, wigs, etc.
7. Someone familiar with making costumes.

After your initial meeting, certain details for the school should be assigned to the people of the committee. Publicize the school. It will serve a definite need in your community. It is also one of many ways the recreation department can be of service.

Rope Skipping

Girls and boys five and over, athletes in various sports, and adults can find enjoyment as well as a well-rounded physical exercise in rope skipping. It can be put into the recreation program with little expense, can be supervised relatively easily, and is an exercise which contributes to the development of agility, coordination, rhythm and endurance. Rope skipping also provides an activity for an attractive exhibition.

Each individual in a group or class should have a rope (also a long rope for every five pupils). Ordinary sash cord rope is satisfactory. Tape the ends of the rope so rope will not unwind. Ropes should be of various lengths to fit persons of different heights. If possible, wooden handles can be carved of wood or made on a lathe if one is available in the craft program.

Fundamentals—jumping without rope, turning rope with wrists or full-arm turn; body erect; legs fairly straight, toes pointed; timing and rhythm of turning rope and jumping.

Jumps

1. Turning rope forward
   single jump on both feet.
   single jump on right foot.
   single jump on left foot.
2. Turning rope backward—
   single jump on both feet.
   single jump on right foot.
   single jump on left foot.
3. Turning rope forward—single jump on one foot, alternating one jump on right foot then one jump on left foot.
4. Turning rope backward—alternating on single foot as in 3 above.
5. Turning rope forward—move forward in a run.
6. Turning rope backward—move backward in a run.
7. *Double jump* in same sequences as listed in par. 1, 2, 3, 4 above. In the double jump the jumper jumps twice to each turn of the rope. One jump is made while the rope is overhead.

   Rocker—double jump, jumping forward on one foot, backward on the other.
8. Turn rope forward twice on each jump. This requires very fast turning of the rope.
9. Turn rope forward—ordinary jump on even count, cross hands in front of body on odd counts, jumping with either the single or double jump.
10. Swing rope in front and side of body to form figure 8. Alternate this with regular jump.
11. Trick jumps

    Jumping with feet crossed

    Rope turn forward—hold one leg high—knee straight—jump on other foot; alternate jumps.

    Click handles of rope on each jump.

    Turn rope forward with feet spread sideward, forward or backward.

    Cradling—swing the rope backward and forward under the feet.

    Moving sideward while jumping.
12. Circular jump, alternating forward and backward jumps making a complete circle
13. Rope skipping to music; exhibition routines.

Points to consider in judging contests in rope skipping.

1. Form, posture, body position.
2. Timing, rhythm.
3. Variety of skills exhibited.
4. Execution of skills.
5. Creativeness—new routines, special tricks.
6. Speed contests—doing as many jumps as possible in a given length of time.
7. Continuity—jumping without missing or stopping the rope.

Recreation Department, Decatur, Illinois

Where Are We Heading in Professional Preparation?

Charles A. Bucher

PHYSICAL EDUCATION, health education and recreation have come a long way since the turn of the century in the preparation of their leaders. These specialized areas, which did not begin to take on professional form until the later part of the 19th Century, have developed training programs which today are striving to turn out the "top-notch" leadership which is so essential to their progress. Leadership has increased in size and in quality. The public is interested. Educators are gradually recognizing that our programs are no longer appendages to the other school offerings but instead are an integral and important part of the total educational program. There is increasing recognition of the importance of developing sound health attitudes and health habits. Municipal governments are increasing allotments in their budgets for recreation programs. These are only a few indications of the progress that has been made over the years.

The Challenge Today

In order to insure further progress in these specialized fields, professional preparing institutions must examine their roles as trainers of future leaders. They must study the candidates they are accepting, the experiences they provide these trainees, the professional standards they have set, and the extent to which they aid their graduates. The degree to which professional preparing institutions meet these responsibilities will determine the degree to which these professions become great in the years ahead.

Since the first class of teachers graduated from the Normal Institute of Physical Education in Boston in 1861, the number of institutions engaged in such work has risen rapidly. In 1918 there were 20 institutions preparing teachers; in 1929, 139; in 1946, approximately 361, and today there are nearly 600. Within these institutions there are an estimated 40,000 students in these areas. According to Benjamin Fine of the NEW YORK TIMES there has been a 600% increase in the number of students since 1941. Although there has been a gradual decrease in the last few years, future prospects show that there will be an increased demand for such qualified teachers and leaders, and consequently more will want to enter these specialized fields. It has been estimated there are approximately 100,000 working in these fields today and there will be 125,000 by 1960. The professions are taking on size. Like Topsy, they have grown.

These professions have had a phenomenal growth in size but they should be examined to see if they have also grown in stature, quality, and professional membership. Professions cannot survive solely on the basis of size. If national empires may be used as an example, one can look at history and see that such leaders as Napoleon and Hitler built vast empires which became large in size, but soon crumbled and faded into history. They overstretched their supply lines and collapsed because of lack of strength, internal unity, and high quality living. Size in itself does not insure success. Since a basic assumption exists that strong professions must have characteristics other than size, let us examine the internal strength of the professions of health education, physical education and recreation.

The Quality of Membership

What is the intellectual quality of the membership in these special fields? All will agree that many members represent the highest type of quality. There are leaders in these special fields who through their brilliant minds, scholastic ability and high standards have established themselves, become respected and gained prestige. However, is this true of most or only a few of the members? If one takes the report of the Educational Testing Service of Princeton, New Jersey, as a criterion, a question can be raised. The Princeton Testing Service prepares college entrance examinations and has a national reputation in this field. Two years ago this service was requested by the armed forces to set up draft deferment tests for men college students who were of military age. More than 400,000 such tests were administered in 1951-52. These tests were constructed to determine which students had sufficient educational aptitude to warrant continued college training. In analyzing the results of these tests, it was found that students going into the field of education were the lowest on the list. Within the field of education, health education and physical education were at the bottom. Taking into consideration the nature of such tests, and the demarcation between the various professional groups in the listing, it still represents an indictment of our professions.

According to experts, these tests point to the best minds, and the best are not entering our fields. If the best leadership is to become associated with our work, if the public is to recognize and respect us, it would seem that these specialized fields should rank toward the top rather than the bottom of any such listing. Why shouldn't these professions attract the best minds as well as the best physical specimens, for example?

The Matter of Selection

Perhaps the quality of the individuals who comprise these professions is a result of the selective

policies followed by many of the professional preparing institutions. A national study conducted by Robert E. Miner of Columbus, Ohio, in 1951-52 showed that only 60% of the 316 major institutions surveyed, practiced selective admissions and some of these could not be classified as having stringent requirements.

Professor John H. Jenny of Temple University also conducted a national survey in 1952 of 228 institutions of higher learning. The results showed that only 17.5% of the schools, for example, included speech as a required consideration in selection and 12.2%, voice and diction. However, when Professor Jenny surveyed members of the National Professional Preparation Conference, which met at Jackson's Mill in 1948, 92.6% of these individuals favored speech and 82.9% favored voice and diction as part of the selection process. This is only one quality of good leadership, but it is an important one. All will agree that leaders in our field should be able to express themselves clearly and effectively. Their work involves a great deal of talking with people. They must interpret our aims and objectives for the public in general. Certainly this is an important quality; yet what is being done to insure leadership with such qualifications?

The members of the profession should be composed of individuals who can stand on an equal footing with individuals from every walk of life, whether it be in business, medicine, law or education or whether it be plunging ten yards off tackle or giving a speech on world affairs. This is the way a profession moves ahead, achieves its goals and gains public recognition and prestige. *Above all, it must be kept in mind that a great deal depends on the product entering the professions. Education can accomplish only so much.*

Professional Growth

A second question is, "How professional are the health education, physical education, and recreation people?" Do they keep up with the latest in professional literature? Do they attend professional meetings regularly? Do they contribute to the welfare of their field of work? The facts speak for themselves. There are a few carrying the load for many. Of the approximately 100,000 members in these chosen fields only 20,000 are members of the American Association for Health, Physical Education and Recreation. The district and state membership rolls tell a similar story. In New York State, for example, there are nearly 7,000 in the field but only 3,000 members. Could it be that the pattern for such behavior starts in professional preparing institutions where, according to Jenny's survey previously referred to, it was found that only 32% of the institutions surveyed had major clubs affiliated with the AAHPER. If members of the profession are to be profession minded, training institutions must orient students in their responsibilities and obligations to their professions. What better time is there for becoming interested in and familiar with our national association?

Working Together

A third question is, "How united are we in professional preparation?" Are the divisions of health education, physical education and recreation working closely together, realizing that together they are much stronger than they would be separately? Or, in some quarters can a struggle for power be detected? Do the men's and women's professional preparing programs work closely together, sharing facilities in accordance with need, and also sharing staff and money? Or, are there instances where the men's and women's divisions are separate entities, each striving to outdo the other?

Do those in health education, physical education and recreation work closely with the individuals in athletics? Or, is it sometimes felt that athletics should be off by itself so that it cannot contaminate health education, physical education and recreation? Isn't it possible to have athletics in the group so that their standards can be raised rather than allow professional standards to be lowered? Things are not improved by condemnation and isolation. Regardless of the situation, the simple and age-old maxim, "United We Stand, and Divided We Fall," should be applied with all its implications. If the public detects weakness and confusion from within, respect and prestige crumble from without.

Cooperative Efforts

Another question is, "How well do we work with other areas in professional preparing schools?" Is everything possible being done to develop elementary school teachers who have a thorough understanding of these specialized fields and help our trainees to have a better understanding of their areas? Are cooperative projects worked out with the science, art and social studies departments? What kind of a program has been discussed with the English people to demonstrate that we want our students to read, speak and write as well as their own students? Have we done everything possible to cooperate with the science departments in connection with our camp work? What has been done to link up health education with the home economics, science and other areas?

These and many other questions should be asked if we want to move ahead in professional preparation. Our numbers are comparatively small. We need the help of all phases of education and of all educators. Through cooperation and close working relationships, students can be provided with rich experiences which will insure outstanding leadership in the years to come.

These are a few of the problems that must be solved by professional preparing institutions in the years to come. Some can be solved almost immediately. Others will take time. However, when they are solved, leadership in our fields will be able to accomplish the great potentialities our work has for enriching human lives everywhere.

Some Accomplishments

In spite of the problems which face professional preparing institutions, they can still look to the accomplishments that have and are being made to insure good leadership. There are encouraging reports from every section of the country. Teacher preparation conferences are continually being held to upgrade professional work. California, Illinois, Minnesota, New York, Oregon and Pennsylvania are only a few of the states that are moving ahead. In New York State a professional preparation committee is studying the competencies needed by all teachers and leaders in the specialized fields of health education, physical education and recreation with an eye to substituting a list of competencies for the traditional state certification requirements of semester hours.

Our national Association is working closely with the American Association of Colleges for Teacher Education. Evaluative criteria have been developed which institutions of higher learning may use to judge their programs. Detroit and other places report placement of many men in physical education on the elementary level. Elementary and physical education departments have worked out a unique professional preparation program at the author's institution.

Five years of professional preparation, which includes a more general education, an extended period of student teaching, double certification, and other advantages, is becoming much more in evidence. Camping is playing an increasingly important role in the educational program. In the State of Michigan alone it is now reported that 100 school systems have camping as part of the regular education program. Professional preparing institutions are acquiring camps and training their students in this essential work.

There are many other encouraging signs. The future is bright and leaders in the fields of health education, physical education and recreation in the years ahead are going to be better qualified, more dynamic in their leadership, and accomplish greater things than they have thus far. We need leadership that will help us to become great as a profession. Leadership is needed that will interpret our professional work so clearly to the public that there will be no doubts as to the values of our work. The job can be done. Professional preparing institutions will play a key role in doing such a job.

THE BATTLE OF LIFE

In the battle of life it is not the critic who counts; nor the man who points out how the strong man stumbled, or where the doer of a deed could have done better. The credit belongs to the man who is actually in the arena; whose face is marred by dust and sweat and blood; who strives valiantly; who errs and comes short again and again because there is no effort without error and shortcoming; who does actually strive to do the deeds; who knows the great enthusiasms, the great devotions, spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement; and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who have tasted neither victory nor defeat.—Theodore Roosevelt. From Colorado News, Chapter 12, Sept. 1955.

Quality and Variety Mean Better Offerings

Karl W. Bookwalter

Sources of Data

AS A PART of the National Survey of Health and Physical Education Programs for Boys in High Schools, Missouri[1], Nebraska[2], and Wisconsin[3] were included.

Each state study involved a random, stratified sample of 100 schools in proportion to school frequencies in given school size-town size categories. All sampled schools were visited in person by the surveyors and the Health and Physical Education Score Card No. II[4] was applied.

One aspect was common to these three studies, but not included in the other 22 states. This was a comparison of the number and variety of interschool sports offered with the total score attainment of the schools.

Purpose of This Study

It is the proposal of this brief study to combine the data with regard to sports offerings as found in these three dissertations. The purpose is to note if possible, any generalizations which might be tenable and enlightening.

Findings and Conclusions

The interschool athletic programs in the sample schools of these states include 16 different sports. Analysis of these sports reveals that six of them are so-called spectator sports; cross country, hockey, basketball, baseball, football, track and field, whereas ten sports have carryover value for participants in after school years and out of school time, namely: tennis, softball, golf, volleyball, swimming, wrestling(?), riflery, bowling, skiing, and gymnastics(?).

The average rank of the spectator sports is 5.6 for all schools. On the average they are offered 47.9 percent of the time. For the participants sports, the average rank is 10.2 and they are offered 5.9 percent of the time. Schools of this sample tend to offer the spectator sports 4.88 times as frequently as they do the participant or leisure time sports.

For the best schools, the 75 in the upper quarter by total score, the spectator sports rank 5.5 on the average. They are offered 55.1 percent of the time. The participant sports rank 10.3 on the average but they are offered 12.8 percent of the time. The ratio of percent offering the spectator sports to participant sports is 4.30. This ratio for the best schools is a 13.5 percent improvement over the general tendency for all schools in the samples in this respect.

Still more gratifying is the comparison of the number and variety of sports offered by the varying schools according to their level of attainment in the score card.

Schools in the highest quarter offer a variety of 16 sports and on the average offer 4½ sports per school.

Schools in the middle two quarters tend to offer the same 8 sports and on the average offer 3.30 sports per school.

Most indicative is the fact that the 75 schools in the lowest quarter restrict their offerings to the same 6 sports and on the average offer only 2.77 sports per school. The three lowest quarters of the school fail to offer 6 of the 10 participant sports in any school.

Generally the schools in the samples of these three states offer a variety of 16 sports and average 3.47 sports per school.

General Conclusions

There seems to be evidence from the samples observed that the better the school's evaluation on the score card the greater the variety of sports they will offer, and that a broad athletic program is not incompatible with a superior health and physical education program in general.

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[1] Fritz, Harry Garland, *An Evaluation of the Boys' Health and Physical Education Programs in Selected White Secondary Schools of Missouri,* Doctoral Dissertation, School of Health, Physical Education, and Recreation, Indiana University, Bloomington, 1954.

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[3] DeVoll, Clifton H., *An Appraisal of the Boys' Health and Physical Education Programs in Selected Secondary Schools of Wisconsin,* Unfinished Dissertation, School of Health, Physical Education and Recreation, Indiana University, Bloomington, 1955.

[4] LaPorte, William Ralph, *Health and Physical Education Score Card No. II,* University of Southern California Press, Los Angeles, 1951.

Teen-age pledge: Several hundred teen-agers in Chicago recently took a pledge under the leadership of U. S. District Judge William Campbell. The pledge reads: "I promise:

"To respect my parents and act so as to bring them honor.
"To cherish my school, for it gives me the tools to think and work by.
"To keep out of trouble and help others stay on the right track.
"To serve God, to be a credit to my country, and to make my community a better place to live in."

Evaluating the Program on the Basis of Testing

Jack R. Leighton

DURING THE PAST FEW YEARS the old area of tests and measurements in Physical Education has been broadened into an area of "measurement and evaluation." Williams and Brownell[1] have stated: "Evaluation refers to everything associated with the learning process. The older and narrower term of measurement normally applied to pupil classification and achievement." This was on the basis of physical status or performance. Larson and Yocum[2] differentiate between the two by presenting the following definitions:

> "Measurement is the determination of the traits, abilities, and charactertisics of the individual or group. . . . Evaluation is the determination of how the objectives are achieved."

Webster's Dictionary[3] defines the word "measure" as:

> "to ascertain the extent, degree or capacity of, by a standard, hence to estimate," and the word "evaluate" as: "to ascertain the value or amount of; to appraise."

Tests are a part of the measurement and evaluation area. However, there are many present day physical educators who use the term evaluation as an all-inclusive term that eliminates all need or concern for a testing program of any kind.

Testing

The place of testing in the measurement and evaluation program is determined by the objectives of the program and the particular physical education philosophy upon which these objectives are based. Philosophy has been defined as "a system of thought that is based upon a given point of view. It embraces all the elements of the field which have a bearing on that point of view, and presents logical analysis of the relationship of these elements to one another and presents logical answers to all the questions involved. To be recognized, it must constitute a coherent, logical system of thought, each part of which is in accord with every other part." In the light of this we have several conflicting philosophies of physical education.

Athletics

We have those who think solely in terms of the athletic program. Coaching is their only interest. Physical education classes for the student body as a whole are just things which must be tolerated so that their goal of athletics may be reached. We have all come in contact with this type of program at all school levels; elementary, junior high, senior high, and college. A program based on such a point of view usually consists of team sports administered during the corresponding seasons of the year and seldom anything else. Measurement is rarely, if ever used.

General Education

We have those people who think of physical education objectives only in terms of the overall objectives of general education. For them the objectives of the two are synonymous and since the overall objectives of education are stated in such broad generalities, they can see the need for an evaluation program involving subjective judgment and observation since objective measures for these items are, at present, limited. To them, the factor of individual differences or variations often rules out even the use of such items as a statistical mean.

Field of Knowledge

There are others in the field who think of physical education as a distinct field of knowledge. To be considered as such an area must satisfy three criteria. *First:* it must have a history and philosophy which is interpretable and upon which interpretations are based. *Second;* it must have a body of knowledge which is peculiar to that field. This body of organized knowledge, may cover several divisions or topics, but is clearly recognizable as a body of knowledge applying to a particular field; And *third,* it must have a system of research and methods of investigation by which the knowledge in that field can be continually extended and expanded.

To be considered as a field of knowledge, physical education must meet each of these criteria. Physical education does have a history and philosophy which is interpretable. It has a body of organized knowledge that covers several divisions. This body of knowledge is peculiar to its field. This is clearly recognizable in the methods and materials available for accomplishing the objectives of the field, especially such objectives as strength, endurance, speed, coordination, flexibility, balance, and symmetry. These have been recognized objectives of physical education for some time. They were stated by Blaikie[4] in 1898 as: strength, correct posture, symmetry, flexibility, and endurance; and were listed by McCloy[5] in 1940 in his first two classifications of objectives as:

I. Physical Objectives—Concerning the body only.
   1. The development of a sound physique.
   2. Soundly functioning organs; health and physiological soundness; a surplus of organic vigor.

II. Skills and Abilities
   1. There should be training in general bodily control, in efficiency of movement, or movement without waste of energy, and in the ability to make the body do just what the mind commands.
   2. This should be followed by a training in the techniques of the natural racial activities.
   3. There should be the ability to co-ordinate the special senses with the movements of the body, as

in judging distance, speed, height, and time in adaptive reactions.

4. There should be much training toward the development of psychomotor skill in quick adaptive choice and judgment with accompanying adaptive action—keeping cool in emergencies and doing the right thing.
5. The individual should be trained in physical expression of emotional or mental states by appropriate bodily activity.

The methods and materials for the attainment of these objectives for each individual lie within the field of physical education alone. The fact that physical education has a system of research is obvious in reported research. Tests and measurements are definitely a part of this system of research.

Things to Consider

It is believed that a testing program can best serve the field of physical education when it is organized and administered as a part of a physical education program based on a philosophy that emphasizes the objectives attainable through physical education materials and methods. In order to conduct a program intelligently based upon these objectives we should know which activities contribute to the development of certain objectives and how much; particularly in relation to other activities offered. We have relatively little information, to date on this.

Most physical education programs include the game of basketball in their list of activities offered. What we do know about the game of basketball in terms of the changes in physical status continued participation produces? The same question applies to our understanding of most of our physical education activities. Such information if avaliable should be of considerable value in prescribing an activity program.

An extreme example of this is the activity of weight training or body building using progressive resistance. At one time this activity was considered far from beneficial. A study by Capen[6] has indicated that weight training does contribute appreciably to the development of strength, power, and endurance; both muscular and cardiorespiratory. A study by Zorbas and Karpovich[7] has indicated that this activity does not cause a reduction in the speed of muscular contraction, but on the contrary, may possibly cause an increase. An unpublished work of the writer's[8] indicates that the activity of progressive weight training when performed under conditions emphasizing full range of movement in the exercises apparently causes a significant increase in the range of movement in a majority of the joints of the body. Also, intense specialization in this activity as is required of a world's champion in either body building or weight lifting apparently does not significantly reduce the range of motion in any of the joints save possibly the movement of shoulder extension.

The foregoing is not a proposal for an inclusion of the activity of progressive weight training in the program, but to point to a definite need for the evaluation of our physical activities by means of testing for the more intelligent use of these activities in the physical education program.

A Basis of Grouping

In line with these statements, it is believed that a testing program, when administered at the beginning of the school year, is a basis for determination of the needs of the individual. These would be in terms of the fundamental physical objectives and in the classification of the individual so that, when and if possible, he may be placed in a group with those of equal capacities and abilities. When administered again towards the end of the school year it is an indication of the progress achieved by the program in attaining these same objectives.

The tests included in such a program must, of course, meet the criteria of a good test. To be practical these tests should demand only a minimum of equipment and time to administer. Norms should be established and definite capacity and ability levels established for various age levels and for the different sexes. Individual differences, of course, must be considered but it is just as important to consider the similarities among individuals and their needs. Such a testing program is in operation in some areas of the country and affords a valuable means of evaluating the physical education program.

Limitations

A testing program as described is basic to an evaluation of a physical education program. However, such a program will not give all the answers as it does not cover all aspects of the physical education program. A testing program should also include tests for specific knowledge and skills. Such tests act as measures of achievement in the various specifics. These measures also contribute materially to the evaluation of the program. Many concomitant learnings accompany the teaching of the various physical activities. These are often times listed as objectives. However, such seem to be more inherent in the method of presentation than in the activity content itself and another means of evaluation is usually sought for those as adequate tests in these areas are lacking.

Concluding Statement

We need to reemphasize an important aspect of measurement which we seem to be losing; namely, that a more adequate evaluation of our program content in terms of the fundamental physical objectives is needed; that this information is available through a testing program; that a testing program designed to measure these fundamental physical objectives should be administered twice a year

at the public school level, at the beginning and towards the end of the school year; and that tests of specific knowledges and skills as measures of achievement and accomplishment should be utilized as a part of the total evaluation program.

Then we will not only have a broader program of physical education but we will have made progress toward meeting the needs.

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PLEDGE TO CHILDREN

(Midcentury White House Conference on Children and Youth)

TO YOU, our children, who hold within you our most cherished hopes, we the members of the Midcentury White House Conference on Children and Youth, relying on your full response, make this pledge:

From your earliest infancy we give you our love, so that you may grow with trust in yourself and others.

We will recognize your worth as a person and we will help you to strengthen your sense of belonging.

We will respect your rights to be yourself and at the same time help you to understand the rights of others, so that you may experience cooperative living.

We will help you to develop initiative and imagination, so that you may have the opportunity freely to create.

We will encourage your curiosity and your pride in workmanship so that you may have the satisfaction that comes from achievement.

We will provide the conditions for wholesome play that will add to your learning, to your social experience, and to your happiness.

We will illustrate by precept and example the value of integrity and the importance of moral courage.

We will encourage you always to seek the truth.

We will open the way for you to enjoy the arts and to use them for deepening your understanding of life.

We will rid ourselves of prejudice and discrimination, so that together we may achieve a truly democratic society.

We will work to lift the standard of living and to improve our economic practices, so that you may have the material basis for a full life.

We will provide you with rewarding educational opportunities so that you may develop your talents and contribute to a better world.

We will protect you against exploitation, and undue hazards, and help you grow in health and strength.

We will work to conserve and improve family life and, as needed, to provide foster care according to your inherent rights.

We will intensify our search for new knowledge in order to guide you more effectively as you develop your potentialities.

As you grow from child to youth to adult, establishing a family life of your own and accepting larger social responsibilities, we will work with you to improve conditions for all children and youth.

Aware that these promises to you cannot be fully met in a world at war, we ask you to join in a firm dedication to the building of a world society based on freedom, justice and mutual respect.

SO MAY YOU grow in joy, in faith in God and in man, and in those qualities of vision and of the spirit that will sustain us all and give us new hope for the future.

EPIGRAMS?

Give an athlete an inch and he'll take a foot. But let him. Who wants athlete's foot.—Aim.

A father is usually more pleased to have a child look like him than act like him.

Educational Basis for Fencing

Maxwell R. Garret

IN THE HISTORY OF EDUCATION no subject has had more curriculum changes than physical education. Nearly all movements in this field have been swallowed up by the present great American athletic system. Fencing was, and still is, in this whirlpool of sports. Its inclusion and expansion in the curriculum of physical education and athletics has been rapid in the past few years due to the conviction among educators of its psychological, biological, physiological, and sociological values.

In the realm of psychology, modern behaviorists have seriously questioned the theory of instincts "Gradually as instinct after instinct, so called, has been subjected to experimentation and analysis, it has become clear that it is, after all, a *learned* reaction, a stimulus-response pattern . . ."

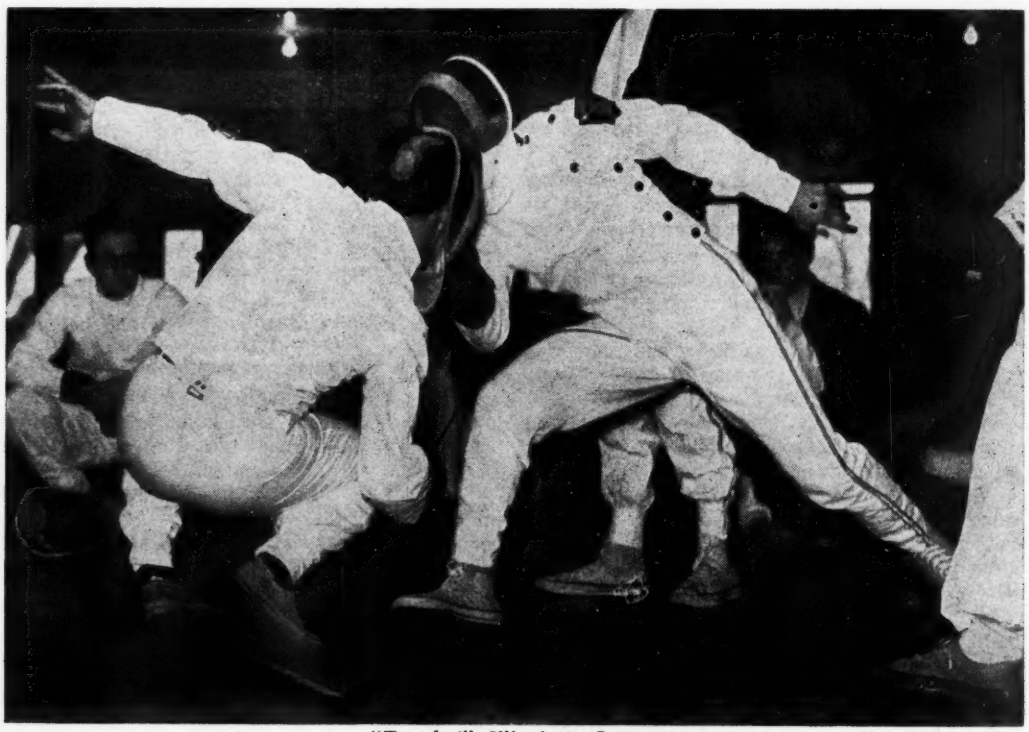
> "This situation creates for educational leaders both a responsibility and an opportunity. A responsibility first, because we cannot placidly and calmly lie back and 'allow nature to take its course' in the firm assurance that certain desirable traits and tendencies will come 'instinctively.' Desirable social responses, neuro-muscular coordinations, and ethical choices must be conditioned—*taught* if they are to be largely acquired. . . . Desirable habits can be fixed and here lies a great field of possibility for the educator. In it the contribution of the teacher of athletics and physical education may be of extreme value."[1]

Consequently, the principle of conditioned response may be the basis for all teaching. Some may ask, "What of self-preservation?" It may be the only instinct and yet it may eventually be proved to be a learned reaction, too. Be that as it may, there are many illustrations in fencing which prove that the conditioned responses developed cannot hinder the instinct of self-preservation.

> "In primitive man self-preservation involved fear. Man was not the equal of the great beasts that roamed the earth. He could hope to exist only by running away. . . ."[2]

Experiments by Watson[3] demonstrate the remarkable association between running and fear.

> "But running away, with its accompanying paroxysm of fear, was an annoying experience. Man resented it and began to seek a way of avoiding it. He became *angry*. Anger is apparently almost as old and fundamental an emotion as fear itself. Gradually primitive man dared to oppose his enemies. He learned to throw and to use a club. . . . Fighting increased the



"Touche!" Illinois vs. Lawrence

emotion of anger as running had fear. Throwing and the use of a club added strategy—man began to *think*."[4]

This combative tendency helped to develop courage.

"More fighting brought more courage. Success brought satisfaction, safety, and freedom from the old annoyance of running away."[5]

Thus, associated with the instinct of self-preservation are the fundamental emotions of fear, anger, courage, fighting spirit, and the spirit of competition. The activities that were associated with these emotions were running, jumping, climbing, throwing, fighting and, perhaps, swimming. Of all these, fighting was the most complete and comprehensive, since it combined the emotions of all the other types.[6] It is therefore to the fighting games of today that we must turn for the stimulation of these fundamental emotions. And what game have we today in which both men and women can participate on an equal basis, a game which fulfills these basic emotions? *FENCING.*

In fencing, the muscular development of the legs for the propulsion of the body into the lunge, the advance, the retreat is the best example of big-muscle action. The arm extension, the parries, bodily movements are other examples of big-muscle activities in fencing. The movements of the weapon by means of the hand and fingers are the finer neuro-muscular coordinations. An opportunity, therefore, exists in this sport for the training and conditioning of both the large and fine muscle groups, which is important from the standpoint of the biological law of growth.

Another important principle concerns individualism. Since there are no two people alike, there are among us physical differences, varying abilities to learn new skills, individual differences in the field of interests (preference of leisure-time activities), emotional differences, and others. Everyone has not the physique, the interest or the skills to be a basketball player, a baseball player or a football player. The individual who has the ability and interest, to participate in any activity should be given the opportunity to participate and learn more of that activity. The concept of education which the author prefers is that of a continuing process whereby a person is led on by interest from one experience to another in such a way that he acquires the knowledge, skill, habits and appreciation which will mean the greatest enrichment of his life. The more activities that can be offered in physical education, the more opportunity there will be to fulfill this concept of education and to provide for individual differences.

With the development of fighting and hunting in packs or groups came the beginning of social evolution. Cooperation, team work, group consciousness, unity, sacrifice for the group—these social traits were started. Even today, if individuals in a group are to become socially integrated, they must do something together, play, dance, or work together.[6]

In the realm of athletics equal opportunity is more highly developed than in any other phase of life.

"The best man makes the team. . . . The pressure to win, bad as it is in many ways, does perform a service here. Every man is a welcome candidate, and if his ability justifies it, he makes the team regardless of color, race, or ancestry. Jealousies and petty politics exist, but eventually they go before the inexorable law of the survival of the fittest. Athletics are the greatest school of democracy and equity in modern life."[7]

Cheerful obedience to rules and laws is a social necessity in a successful democracy. Flaunting of the law and lack of respect for authority present social problems which educators must not ignore. The proving ground for such training can more easily be inculcated in athletics than in any other area. No one commands such complete and cheerful obedience as the athletic coach. The laws of training, the rules of the game, the authority of the officials are laws by which much can be accomplished in contributing to the solution of this social problem. The experience of the writer during the past twelve years as fencing coach at the University of Illinois leads him to this conclusion.

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IT'S ALL IN THE STATE OF MIND

If you think you'll lose, you've lost,
For out in the world you find
Success begins with a person's will—
It's all in the state of mind.

Life's vict'ries don't always go
To the stronger or faster man;
As sooner or later, the man who wins
Is the chap who BELIEVES he can.

Individuality in Skill Teaching

Paul E. Meadows

SKILL TEACHING, organized and projected toward meeting the motor needs of as many individual students as possible, regardless of class size, should be one of our major objectives in physical education. If we accept this statement in its entirety, particularly the emphasis upon individualization, isn't it about time we begin to practice what we preach? Shouldn't we X-ray our skill teaching class techniques and revamp our organizational patterns along more individualistic lines rather than adhere to mass grouping approaches?

Most of us would certainly agree with the premise that our students differ individually in varied characteristics, particularly in their level of motor ability in different types of activities in our program. The point of difference however rests in the specific class situation when teaching skills to our students. As teachers confronted with this important objective of individuality in our skill teaching, we are very likely to be somewhat doubtful and ask questions of the following nature:

> How can I be expected to teach skills that would reach the needs of practically every individual in my physical education class when I have approximately 55 students from grades 9 through 12 in one class in a relatively small gymnasium?
>
> When can I find the class time to teach skills on a strong individual basis and still promote maximum participation on a whole game basis in my classes which meet only three times a week for one hour at a time?
>
> If I divide this large class into smaller skill practice groups as recommended, what specific techniques and measuring devices should I utilize to determine the particular skill level of each student in the skill practice groups?
>
> How can I measure each student's progress reliably in the skill practices in order to trace the improvement of each individual?

These are the types of questions that may perplex most of us who are seriously interested in teaching skills effectively by meeting the skill needs of as many individual students in our classes as possibly can be reached. Partial answers to these questions often can be attained through a complete check-up and reorganization of teaching methods. In our skill teaching where we formerly used mass groups, we can classify and assign students to smaller skill practice groups. By re-examining our teaching objectives and injecting increased emphasis into our philosophy of teaching on the basis of individual differences, we may partially answer some of our skill teaching questions.

The Problem

To assist us in reaching a better understanding of our need to project ourselves along more individualistic lines in our teaching, let us follow the pattern of this hypothetical teaching situation:

A 10th grade physical education class is entering into a volleyball activity unit. Mr. Edwards is an advocate of a form of the whole-part-whole method of teaching physical education. Through his years of teaching experience he has developed a number of sound motivational techniques in order to give his students an early understanding and appreciation of the over-all characteristics of the various activity units he offers during a school year. Through the extensive use of filmstrips, films, charts, and other visual-aid materials supplied through a number of excellent sources ranging from the state universities in his geographical area to the Athletic Institute, he has been able to assist his students in gaining a preliminary insight into the important skill breakdowns comprising the specific activity about to be pursued. However, it is after the completion of this early whole aspect of his methodology that Mr. Edwards must decide what important skill classification and evaluation techniques he must adopt in his skill teaching plan.

He has set down the following as one of his major objectives in his volleyball unit:

> To assist each student in acquiring the important fundamental skills necessary to play the game of volleyball effectively.

Therefore, Mr. Edwards strives to organize his classes and plan the responsibilities of his student leaders in order to promote the maximum amount of instruction on the basis of needs of each student in each of the important skills that exist in volleyball. At this point, let us re-examine our important premise:

> Every student differs in his level of motor ability in different types of activities.

In accepting this premise, Mr. Edwards may be obligated to take the following steps in some form or another before initiating his skill teaching:

a. Establish a standard or criteria for classifying each student as to his competence or incompetence in the performance of each volleyball skill.
b. Determine the level of ability of each student in each specific skill needed to perform the game of volleyball effectively.
c. Organize skill practice groups in which each group is practicing and receiving instruction in a different volleyball skill. Each skill practice group contains students that are practicing the particular skill in which they have been considered weak.

It is apparent that analysis of each student's ability level in each skill must take place before classification is taken into consideration. What must be kept in mind is that this analysis should be more concerned with Harold's ability in each skill as far as Harold himself is concerned and less concerned with comparing Harold's ability to serve a volley-

ball, for example, with his classmate's ability in the same skill.

Observation

We will probably agree that the teacher observation approach is the most frequent method of skill evaluation of our students. Each fundamental skill of each student is observed, rated, and subsequently classified according to the judgment of the physical education teacher who may receive some assistance from student leaders in forming his opinion. Mr. Edwards may facilitate his observation with a check list in order to ensure that every student is observed rather carefully and thus rated according to the skill components appearing on his list.

Through a complete dependence on observation alone to assist us in determining each student's level of ability in a specific skill, does this type of evaluation encourage the recognition of individual differences? Is judgment itself a valid and reliable criteria for rating each student as to his own ability level rather than his relation to others? Mr. Edwards must make his decision as to which evaluation technique encourages more individual emphasis in his skill teaching than any other technique. He may simply have a form of two basic alternatives in rating his students as to their level of skill attainment:

a. The class may spend the majority of their class time on whole game and mass game participation and less on skill drills or practices. The students are subsequently rated almost completely through the observation and judgment of Mr. Edwards as they perform in the whole game situation.
b. The class may spend considerable time on the part aspects of Mr. Edwards' methodology in addition to the whole game activity. As the students engage in practices of the skill components of volleyball they are rated on their ability to perform these various separate skills outside of the game situation primarily. Observation of the whole game performance is supplemented in this case by a more objective testing program of each individual skill comprising the activity.

Why are we content to rely, in most cases, on the first alternative and completely neglect the second? Individual needs in skill teaching must be determined by the most valid, objective approach we can possibly employ. The use of hurried teacher observation as a basis for judging each student's ability in a particular skill certainly is not the answer merely because it may require less effort, preparation, and saves time.

The Challenge

Isn't it about time we take up the challenge and take reliable steps to inform ourselves of the skill needs of our individual pupils? Why should we be satisfied with teaching the same skills in the same activities year after year without taking the time and forethought to determine which particular skills each one of our individual students needs in order to perform the activity more effectively? We must be more objective and less subjective in our teaching if skill instruction on the basis of individual needs is to be accepted and practiced to the maximum and not merely deemed impractical in our own particular teaching situation.

The key to better instruction projected toward individual needs would be an improved understanding of the use of the more valid and reliable skill tests available in our field. Valid skill testing in our classes promotes effective skill teaching and definitely encourages the recognition of individual differences in ability levels. In this important field of tests and measurements in physical education many of our major questions are still unanswered. We must, therefore, rely on extensive, careful, scientific research to help us analyze skills in a more objective manner and thereby aid us to teach more according to motor needs of the student and less to long-range, rigid unit planning. As professional men and women this does not mean we should sit back, wait, and rationalize. It means we must begin to inspect our own teaching situation immediately and ask ourselves what we can do to individualize our skill teaching.

Let's place a renewed interest in skill testing and inform ourselves of the tests which are valid and applicable to our own activity units. Mr. Edwards wants to know as much as he possibly can about the physical, mental, and social characteristics of each of his students in order to offer a sound physical education program. The physical characteristics as reflected in skill performances certainly cannot be reliably determined through guessing. "Test, not teacher rest" could rightfully be our motto in physical education today as the pathway to improved skill teaching in our classes.

RECIPE FOR A HAPPY HOME

To 3 cups of love and 2 cups of understanding, add 4 teaspoons of courtesy and 2 teaspoons each of thoughtfulness and helpfulness. Sift together thoroughly then stir in an equal amount of work and play. Add 3 teaspoons of responsibility. Season to taste with study and culture, then fold in a generous amount of worship. Place in a pan well greased with security and lined with respect for personality. Sprinkle lightly with a sense of humor. Allow to set in an atmosphere of democratic planning and of mutual sharing. Bake in a moderate oven. When well done, remove and top with a thick coating of Christian teachings. Serve on a platter of friendliness garnished with smiles.

Extending the Services of the College Intramural Programs

C. H. McCloy

MORE THAN FIFTEEN YEARS[1] ago, the author proposed that, in addition to the usual tournaments leading to championships of fraternities, dormitories, or town-dwelling student groups, the intramural department of colleges and universities also promote more informal competition for individuals and for teams. Many of the lower ranking teams (and individuals, in tennis, handball, golf, etc.), who demonstrate their facility for losing their matches, tend to forfeit tournament games. It was proposed that the intramural department organize something like ladder tournaments so that teams and individuals would soon be matched with other teams or individuals of approximately their own abilities—resulting in matches that should be of greater interest.

Facilities

It is realized that in some institutions, facilities limit the play. For example, at the State University of Iowa, the *number* of students engaging in intramural sports when the student body was approximately 10,000, was about the same as when the numbers were only 6,000. There are, for example, 16 basketball games a night during the intramural basketball season—and that was all that the 4 courts would accommodate. However, there is considerable time when courts of various kinds are not in use. In tennis, for example, in much of the afternoon and on Saturdays and Sundays only one half to two thirds of the courts are apt to be in use. That is also true of the 5 handball courts and the 4 concrete badminton courts. (Other badminton courts in the gymnasium can be used only when basketball is not being played.)

In addition to such recreational competition for students, it is suggested that the intramural department assume a wider responsibility for recreation for faculty and for other employees of the university. The writer would like to suggest certain procedures that might help increase the amount of this type of intramural competition.

Scheduling

It has frequently been noticed that students will be playing basketball in late afternoons and Saturdays on all of the available courts—often not keeping score, simply playing for the fun of it. There may be from 4 to 7 on a side. These are generally just pick-up games. Sometimes two teams play around one basket. It is highly probable that if the intramurals department offered to *schedule* such games, that numerous groups would register for such competition, and that there would be much more of it than there is now. This would be particularly true if the facilities were made available for evenings and for Sunday afternoons, as well as on other days. The suggestion then is that the intramural department, in addition to promoting organized tournaments, also do match-making scheduling. This, of course, would apply not only to basketball and other team sports, but to tennis, handball, badminton, squash, and other activities of this kind.

Competition

The writer has had the experience every year for the last twenty years of having faculty men call him on the telephone from time to time to see if he knew of someone with whom the faculty man calling could play handball, squash, tennis, or some other activity of that nature. Frequently, new faculty men come to the campus and do not know whom to invite as a playing partner. The writer has not been able to accommodate all of these people by playing with them himself, and has from time to time suggested others whom he knew were interested in the sport in question. Would it not be well for the intramural departments to send a notice to all faculty men and women at the beginning of each year to the effect that these departments would be glad to attempt to help those wanting playing partners to schedule partners and playing times for them? The individual phoning in could, the first time he called, state his general level of ability so that the intramural department would not be scheduling utter beginners with very advanced players, in which case probably neither would be very happy.

What about scheduling competition, and play for employees other than faculty men? For example, the janitorial group or others of the non-academic staff might like to be included in some of these activities, and they would particularly welcome games scheduled in the evenings, on Saturdays, and on Sundays.

Coaching Sessions

The next suggestion is that the staff organize coaching sessions not only for students, but for faculty and other employees as well. When the writer first came to this university, Mr. Kenneth, the golf coach, scheduled teaching sections in the evening, early in the first semester. The writer attended the first series of these, and received a great deal of help. A large number of other faculty men and their wives also attended. There is no reason why this could not be done for tennis (where

there are indoor facilities for teaching it), for handball, for squash, for badminton, and for swimming and diving. The writer can see no reason why such teaching sessions should not be provided for the employees of the university and their spouses, in addition to faculty and faculty spouses.

Conclusions

These proposals, of course, go beyond much of what is considered to be an *intramural* program. Actually they presume a school *recreation* program, rather than simply organized championship competition. It would seem, however, to the writer that that is what the goal *should* be. During much of the year the facilities for many of the activities, such as badminton, deck tennis, aerial tennis, featherball,[2] could be provided out of doors, particularly on week ends. This type of program would extend the service of intramural departments for all far beyond the common practices of today.

[1] C. H. McCloy, "Can We Improve Our Intramurals," *Black and Gold*, May, 1938, p. 13.

[2] C. H. McCloy, "Featherball, Parlor Badminton," *Journal of Health and Physical Education*, September, 1949.

A Review of Personality Studies in Physical Education

Warren R. Johnson

MOST PROJECTIVE TESTS were conceived and developed as clinical devices for diagnosing personality disorders; not until recent years have they been used extensively for research purposes. They are distinguished from the more widely known "paper and pencil" tests of personality in that they do not ask the subject to describe himself introspectively. Rather, they induce him to reveal himself without his knowing it by asking him to read meaning into essentially meaningless stimuli; and thus they may elicit information which the subject would not or could not reveal in more direct ways. Projective tests are believed to provide exceptional insight into "those aspects of the emotional life that reflect the basic personality structure and its modes of expression." (4, p. 218)

In the paper and pencil tests, subjects are almost certain to reflect their awareness of socially acceptable and unacceptable behavior in their responses to questions. On the other hand, in the projective tests, such cultural influences are not an issue; there are no "right" or "wrong" answers in that individuals are not placed in the position of stating their value judgments. They are merely shown an unstructured visual stimulus, such as an ink blot, and are asked to tell what it looks like to them. In talking about the ink blot, the subject "projects"—that is, he unconsciously projects his own mental content in the process of describing or otherwise reacting to the stimulus. Thus, what he sees in the ink blot is presumed to be the symbolic representation of his own mind. (13, p. 246, ff.)

The projective tests have been put to wide use following the extraordinary impetus given them during World War II. Since that time, these tests have been used in many fields including anthropology, sociology, vocational guidance and selection of personnel, in mental and penal institutions, in school and college counseling, social case work, child development and guidance, and in education. (11, p. 434) (Studies by Frank (5), Glueck (4), Johnson (8), and Roe (12), illustrate work of especial interest to educators.) However, when evaluating studies involving this technique, it is important to realize that projective tests remain only moderately well established as satisfactorily experimental tools. Serious problems exist in terms of the circumstances of test administration, the personality of the testor, test reliability, and particularly the objectivity of scoring. (2, p. 118; 13, p. 287)

Projective Studies in Physical Education. Projective testing has had very limited application in the field of physical education. In 1949 Harlow, a psychologist, studied a group of inveterate weight lifters in contrast with a group of non-lifters in an effort to test certain hypotheses related to the effects of modern cultural changes upon the psychology of the American male. (6) He used the Thematic Apperception Test and a sentence completion test. (1, p. 181 & p. 279) His findings suggested that weight lifting plays an important role in helping some men to partially resolve certain deep-seated psychological conflicts by helping them to compensate for feelings of masculine inadequacy.

Stone, also in psychology, studied the fantasy aggression of college football players. (14) He tested them before a practice, after that practice, and after the season had ended by means of the Thematic Apperception Test. He found that fantasy aggression remained about the same for the group before and after the practice session but dropped significantly after the season. Stone's research was concerned with testing certain hypotheses relative to frustration and aggression theories and was not concerned with physical education as such—in spite of the fact that by implication it touched upon one

of this field's basic interests: the effects of competitive sports upon personality dynamics. Stone's study quite possibly suffered from a lack of insight on his part into the psychology of athletics in that he postulated a football practice session as being obvious aggression-venting experience and did not take into account its possible frustration-building effects.

In recent years some projective personality studies have been done for the express purpose of exploring certain aspects of physical education.

In the first of these (unpublished), a small group of adults was tested by means of the House-Tree-Person test under "normal" conditions and again about an hour after having been spectators at a college varsity boxing match. The results indicated a marked lowering of aggressive tendencies in some of the subjects after this experience—which implies that hostility feelings had been "displaced" or expressed vicariously against objects other than their actual causes. The findings seemed to indicate that an approach of this kind might be a promising way of studying the effects of sports spectating upon personality dynamics.

A second study was conducted in order to determine effects of a sports competition upon personality dynamics.

In this exploratory study, 8 college wrestlers were tested with the House-Tree-Person test under 3 conditions: before the wrestling season; 4 to 5 hours before the first intercollegiate match of the season; and the morning after the competition. Test interpretation revealed several group tendencies from condition to condition, outstanding among which were: decrement of functioning intelligence, increased aggressive feelings, and increased neurotic signs in the before match condition; and a return to approximately the status of condition I except for considerably less aggressive feelings in condition III.

Three of the subjects in the previous study were of national champion calibre, and certain similarities in their personality structures were noted. An exploratory study of the personality structure of champion athletes was then undertaken.[10] The subjects of this research were 12 national champions or All-Americans in their respective sports. They were tested by means of both the Rorschach and the House-Tree-Person tests. The results revealed a striking agreement of the two tests on the following personality traits of the group:

a. extreme aggression
b. uncontrolled affect (emotion)
c. high and generalized anxieties
d. high level of intellectual aspiration
e. exceptional feelings of self-assurance

(Obviously there was no basis for estimating the effect that extensive and intensive sports experience had had upon the personality formation of these subjects.) It is for further research to determine whether there is actually a "champion personality" containing certain distinguishing features such as those indicated in this research.

As his doctoral research, Husman[7] administered the Rosenzweig Picture-Frustration Test (1, p. 312, ff.), six Thematic Apperception Test pictures, and a sentence completion test to groups composed of college varsity wrestlers, boxers, cross country runners, and non-athlete controls in order to study and compare their aggressive tendencies before and a single contest. Statistical analysis revealed that the aggressiveness of the boxers was significantly different in several ways from that of the other groups, and that the wrestlers and boxers were less after a season of competition and before and after aggressive personalities than the cross country and control subjects. The varsity contest seemed to have the effect of lowering the athletes' aggressive tendencies, but the tests were not in agreement as to the effects of the entire season.

Further Research

Additional studies involving projective techniques are at present investigating such subjects as the effects of losing weight for high school wrestling upon frustration and aggression, and the effects of sports spectating upon aggressive tendencies. Numerous additional possibilities exist in this area; and it would appear likely that the projective test approach may prove useful in evaluating the effects of various types of physical education and recreation experiences upon school age children. However, all such work should be in collaboration with or supervised by suitably trained psychologists.

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The N.T.E. Physical Education Examination

John H. Shaw

A PHYSICAL EDUCATION OPTION of the National Teacher Examinations developed by the Educational Testing Service, Princeton, New Jersey, was administered for the first time on February 13, 1954. It is intended to aid Teacher Education Institutions in evaluating their students and to assist school systems in making intelligent choices in hiring teaching personnel.

The 1954 edition of the examination contains 120 multiple choice items and requires 80 minutes of testing time. Many of the questions call for professional judgment in handling realistically described teaching situations rather than for mere knowledge of fact. The test is designed to be appropriate for both first option candidates (those indicating the field as the one in which they are best prepared to teach) and second option candidates (those indicating some other field as the one for which they are best prepared.)

Early in 1953 the National Office of the American Association for Health, Physical Education and Recreation was approached by the Educational Testing Service concerning their interest in preparing a test in the general field of physical education. According to usual procedure, they requested a list of at least ten people with known competence in the field to prepare the outline and most of the actual questions. They wished representation of individuals active in the preparation of teachers for this area, city supervisors or administrators with special competence in this field, and at least one state department person, the final committee to be composed of five persons with a reasonably wide geographical spread to avoid possible regional bias in the final examination.

Two meetings of the committee[1] were held in the process of the development of the test. At the first meeting in June, 1953, the general areas of the tests were roughly outlined, and it was agreed that questions should fall within these five areas: (1) objectives and principles (2) the child and his environment (3) activities—individual, group, health, safety, etc. (4) organization and administration, and (5) evaluation. Next the percentage of questions in each area to be included in the test was tentatively agreed upon. Finally each of the five committee members was asked to prepare 50 multiple choice questions distributed among the five areas on the agreed upon percentage basis. Each list of questions to be then mimeographed and distributed to the other four members of the committee by the testing service for rating and suggestions for improvement. Each person's list to be then returned to him with the anonymous comments of other committee members for revision.

In September the committee met for two days, and the form of all 250 questions was again considered and a final rating given each question. The staff of the Educational Testing Service then developed the optional test by choosing 120 questions from the pool for the final form.

The following are sample items in the present option:

1. The most valid argument against omitting games from lessons as punishment for misbehavior is that
   (A) the entire class is punished for the misbehavior of a few
   (B) this procedure causes pupils to dislike the teacher
   (C) this procedure causes pupils to dislike the physical education program.

(D) games have high educational value
(E) this procedure prevents the possibility of ratings based on the over-all program.

2. In a crucial high school football game, the ball is on the opponent's one-yard line and it is third down. Six minutes of play remain and the offensive team needs to score a touchdown in order to win. In this situation the coach of the offensive team should:
   (A) let the quarterback decide the play
   (B) send in a substitute with instructions concerning what play to use
   (C) signal the play from the side line
   (D) signal the quarterback to take time out
   (E) send in a substitute for the quarterback for one play, brief the quarterback on the appropriate strategy to use, and send him back into the game.

[1] The five members of the committee were: Helen Coops, Harold Jack, Grover Mueller, Pattric Ruth O'Keefe and John H. Shaw.

For those interested in statistics the average number of items answered correctly was 63.27 and the reliability coefficient for the entire test is .863, computed from an adoption of the Kunder-Richardson formula. The standard error of measurement is 6.0 in raw-score terms, and 3.7 in scaled-score terms.

In 1953-54 more than 250 teacher education institutions in 42 states cooperated in the National Teacher Examinations through encouraging or requiring seniors preparing to teach to take the examinations. As a result, examination scores for more than 9,000 students were made available to their institutions as well as to the seniors themselves and to school systems to which they were applying for positions. Three hundred and forty-seven of this number elected to take the physical education option as part of this test. In the secondary teaching field other options available include biological sciences, mathematics and social studies.

The test considers the field of physical education in the broad sense and includes questions with health and recreation emphases. It is designed for both men and women. New annual editions of the examination are scheduled for preparation.

CONVENTIONS

Plan NOW to attend the one nearest you, and
do your share as a professional person!

December 28-30, 1955
College Physical Education Association

February 15-17, 1956
Southern District Convention
Nashville, Tennessee

March 24-30
National Biennial AAHPER Convention (with Midwest District), Conrad Hilton, Chicago

April 11-13
Central District Convention, Davenport Hotel
Spokane, Washington

April 22-26
Eastern District Convention, Ambassador Hotel
Atlantic City, New Jersey

April 25-27
Southwest Convention
Reno, Nevada

Don't Quit

When things go wrong, as they sometimes will,
When the road you're trudging seems all up hill,
When the funds are low and the debts are high,
And you want to smile, but you have to sigh,
And many a failure turns about
When he might have won had he stuck it out;
Don't give up, though the pace seems slow—
You might succeed with another blow.
Often the goal is nearer than
It seems to a faint and faltering man,
When care is pressing you down a bit,
Rest, if you must—but don't you quit.
Life is queer with its twists and turns,
As everyone of us sometimes learns,
Often the struggler has given up
When he might have captured the victor's cup.
And he learned too late, when the night slipped down,
How close he was to the golden crown.

—*Coach*—September, 1952.

Edited by Nelson G. Lehsten

Note: The purpose of this column is to present a summary of various procedures which are being utilized in contemporary physical education through a description of their advantages, disadvantages and special characteristics. The hope is that such treatment will increase the reservoir of concepts, devices, techniques, and procedures from which a better selection of methods might be made for the more effective conduct of the program in physical education, in health education and safety, and in recreation.

Our readers are urged to send in suggestions, ideas, and specific contributions to Nelson G. Lehsten, University High School, Ann Arbor.

Types of Audio-Visual Materials Available as Teaching Procedures[1]

MOVIES. The utilization of normal and slow speed movies has become an integral part of teaching procedure in physical education during the past two decades. Films are available on almost every type of activity which conceivably would be included in a present day physical activity program. Such films are valuable as teaching aids in the orientation, explanation, demonstration phases of instruction; they often impart basic knowledges concerning an activity, and they may provide visible standards for a comparative analysis by a pupil of his performance.

The evaluative possibilities of movies have been recognized by the athletic coaches; however, the use of such a device by a physical education teacher would involve costs which are prohibitive. In schools particularly where film rental services are not always available, purchasing costs of films often exceed available funds and are not utilized to any marked degree as an instructional procedure.

Charts, diagrams, and graphs. The limitations surrounding the use of these methods of instruction through visual devices lie with the ingenuity and sincerity of the instructor. If he has the desire, he can impart a great deal of information through simple charts, diagrams, or graphs which convey accurate relationships to students, stimulate their interest and impart knowledges which are visually absorbed by them in the course of their exposure to these instructional devices.

Models. The use of models offers a three dimensional impression of an object that is superior to pictures. The device may be used as an explanatory medium. In the development of floor patterns in rhythms and in play situations in athletic games, models have been successfully employed.

Music. In such activities as rhythms and dances, musical accompaniment has been widely used as a device for developing rhythmic skill, knowledge of music composition, and as a means of creating an optimum teaching and learning environment in certain types of activities. The presence of musical accompaniment functionalized dancing, stimulates response in rhythms, and lends a tone of informality to group calisthenics and marching. It should also be noted that music can be used with adapted-restricted classes to aid in relaxation techniques.

Radio. The use of the radio as an instructional approach has been used to varying degrees of success in the classroom. In physical education it has been utilized mostly as an indirect approach to pupil learning concerned with the competitive sports as they have been broadcast across the networks. More recently tape and wire recordings have created opportunities to preserve all types of verbal and musical material which can be subsequently employed. As this manuscript is being written, there are some indications in the current professional magazines of the potential uses of television in education and certainly the audio-visual medium should prove superior to the auditory aspect of radio.

Exhibits. Various types of displays, demonstrations, and exhibits have evolved from the efforts of students and teachers at every grade level and subject area in the school organization, and based on themes relating to a vast span of topics. In

[1] LEHSTEN, Nelson G.: "An Organization and Appraisal of Methods Utilized in the Conduct of Physical Education Activities for Boys in the Secondary School," doctoral dissertation, Indiana University, 1953, pp. 295-253.

physical education such programs have been geared to the interpretation of the objectives of physical education, the achievements of the pupils, and the scope of activities to which the students are exposed. They have been aimed at fostering good public relations between the school and the parents in the community; however, it should be noted that the enthusiasm, interest, group solidarity and individual pride among the students which results from the preparation for a demonstration program, has a definite value in terms of educational experience.

Textbook references. The direct use of textbooks for reference work by pupils in physical education has not been widely employed as an instructional procedure. Within the past decade numerous publications have been released dealing with various sports. They present material relating to one or more sports activities and are quite readable for high school students. Such texts usually present some orientation to the sport, then discuss various skills and how to perform them. Frequent use of pictures and diagrams have also added to the effectiveness of these sources.

The relatively low cost of the majority of these sports books makes them readily available to the lay public, and certainly within the limits of sound investment for school libraries in order that they may be utilized as a source of reference by students in connection with their physical education course. The recent publication *Physical Education for High School Students,* published by the American Association for Health, Physical Education and Recreation, is unique in its direction as a resource primarily for high school students; its influence on our contemporary methods of teaching physical education will be carefully appraised.

Trips and excursions. The field trip is a planned visit to a point outside the classroom. It serves as an orienting and motivating device to various activities in the program and involves observation of athletic contests, exhibition by outstanding performers in a specific activity or historical study of some particular building or area. The integration of the field trip observations and experiences into the subsequent activity in school presents the opportunity for functionalizing this procedure in terms of effective instruction.

Photographs. The use of newspaper and snapshot photos in connection with bulletin board, sequence studies, publicity and record-keeping as a motivating device, and as a diagnostic instrument is well-known by instructors in physical education and athletics. As such, it is a method of imparting a visual impression, and has a wide range of application.

Bulletin boards. The tactful utilization of bulletin boards by the teacher of physical education offers a very simple yet effective motivating device which tends to stimulate pupil interest and performance. There are abundant sources of materials for bulletin boards, and the responsibility for organization of materials can frequently be given to a student or group of students who have the desire and ability to create an interesting and educational board display. In addition to dealing with specific topics related to the program, the bulletin board serves as a channel for incidental education of the social and cultural values of physical education through materials specifically selected to emphasize these outcomes.

Still pictures. The utilization of several types of still pictures must also be considered as another type of instructional procedure. Slides and strip films represent two of the common applications of the still picture approach. Such devices are desirable for study and analysis of form and sequence. While slides have been one of the older forms of visual aids, the strip film represents a relatively new practice in the use of still pictures.

Study guides and workbooks. The study guide and workbook has been used to a greater degree in the academic areas than in physical education. Study guides usually include directions, a plan for study and suggested references. They are suggestive in nature, and may be utilized effectively in presenting new material. Workbooks set forth definite problems in specific asignments and attempt to combine the values of the study guide and the project method. An objection to the use of study guides or workbooks is that they may thwart both teacher and pupil planning and creativity. On the other hand, such devices do enable teachers to do systematic teaching while they are organizing or revising their own materials.

Magazines, pamphlets and press articles. Interest and motivation in the physical education program can be stimulated by widespread use of reading materials drawn from magazines, pamphlets or newspaper clippings. There are usually an abundance of human interest stories concerning star athletes which appear in the better magazines. Numerous commercial firms publish pamphlets which, though advertising a product, include interesting facts concerning the origin or present status of a sport, rules and record performances, and suggestions for the reader designed to improve his skill in the activity. Press articles may have a local or national flavor which often have a current relationship with the content of the physical education programs.

Silhouettes. Visual aids have been widely employed in the posture aspect of the physical education program. Various types of picture impressions have been devised in which the body contours have been illustrated by silhouette against a graphic background which points out improper skeletal

alignment. In many instances the expense surrounding the use of the procedure, and their complexity of administration and interpretation, has precluded any widespread use in the public schools.

Slides. In reference to the use of still pictures, above it should be noted that slides have been and still are a very desirable visual aid in the teaching of physical education. Although their use has given way in many instances to the strip film and the opaque projection of materials, slides are still preferable for illustrating charts, diagrams, patterns, and pictures in situations wherein more modern projection equipment is not available. A good many schools still have the slide projector which was purchased with the dawn of visual aids in the schools during the 1920's and since slides are economical and relatively simple to make, many teachers will find their creation and use both challenging and effective.

Choice of dialect and/or vocabulary. The importance of being understood cannot be underestimated in teaching, and the selection of words and nomenclature used by a teaching can be a vital auditory aid. In the explanation, demonstration, and evaluative phases of teaching, the vocabulary employed by the instructor must be clearly comprehended by the students for upon it may depend the successful performance of an individual or a group. Apparatus, tumbling, and rhythmic activities are especially affected by this factor. In an activity such as square dancing, dialect and appropriate vocabulary as well as the music help to create the proper setting for enjoyable performance by the members of the group.

Mirrors. In the emphasis on correct posture and body mechanics, mirrors have been widely employed as a visual aid to student self-analysis. In addition mirrors do stimulate pupil awareness of the espects of good grooming and personal appearance whether the student is clad in gymnasium attire or has just dressed following a shower. There has also been a use for mirrors in the teaching of golf, tennis, badminton, and other activities in which the pupil is advised to practice a skill before a mirror so that he may appraise his own effort and endeavor to develop proficiency.

If you are not already making full use of many of these techniques and devices perhaps your teaching might be improved if you did. Why not do some evaluating today?

THE HURDLES

LONG, LEAN BODY stands behind the blocks,
The starter, arm sheathed in green
Commands—take your marks!
Down on one knee, nerves raw and keen.

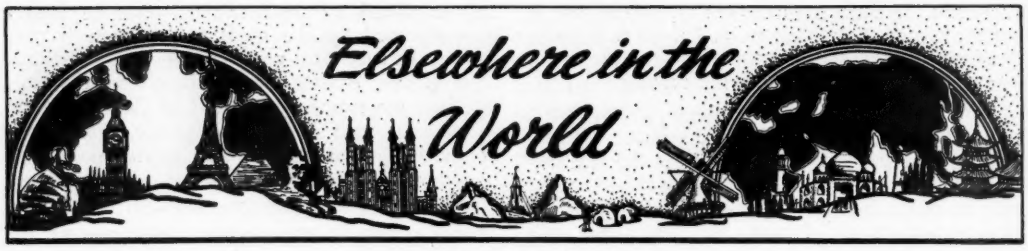
Get set! muscles bulge and strain;
The shot—all move but one;
He drives out low, arms churning fast,
The race is now begun.

The hurdles loom up four feet tall,
The lead leg drives through fast;
Head down low, trail leg snaps,
All but one, now past.

The tenth and final barrier stands,
Deadheat between two men;
One vicious foot drops, impales the earth,
Almost to the end!

The tape, so far—the distance great,
Oh, drive! for just a yard;
Stumbling, falling, the dirt bites deep,
Victorious! spent body, earth scarred.

—S. F. CALDWELL



Edited by C. O. Jackson

Background to the XVI Olympiad

Kathleen Gordon

FOR THE FIRST TIME in the history of the Olympic Games, an Olympiad will be held in the Antipodes. Only once before has this great international event taken place in the Pacific region, and then it was held in Los Angeles in 1932.

With the staging of the Games at Melbourne in 1956 the spotlight will be thrown on a Continent at almost the farthest extremity from Europe, where the last three Olympiads have been held.

The Locale

Australia and New Zealand, situated as they are at the extreme south eastern tip of the vast continent of Asia, and 6,000-8,000 miles from their nearest neighbours across the Indian and Pacific Oceans, are truly outposts of that European civilization which had its beginnings in the civilization of Greece and Rome. Their combined populations of approximately ten million represent the largest concentration of peoples of European origin east of Suez. Because of the small native population in both countries, and in contrast to the teeming millions of India, Malaya, China and Japan, the white populations of the two countries have established themselves as a homogenous group, maintaining the traditions and standards of their European ancestors.

At the same time, the two countries have in the present century, with the march of progress and world events, and as a result of their European political and cultural inheritance, become a focal point for important developments and changes in the areas of South East Asia and the South West Pacific. Never before have Australians and New Zealanders been so aware of their Asiatic and Pacific neighbours.

As a result of the implementation of the Colombo Plan of technical aid to the Countries of South East Asia, Australia finds herself in ever increasing contact with these countries in many fields of activity. Asiatic students are coming to Austrialia and New Zealand in increasing numbers to study at Universities and technical institutions; and trained technicians and advisers are being loaned to India, Pakistan and Malaya to assist in the development of agriculture and industry, education and health services in these countries.

By 1956, when the XVI Olympiad will be staged in Melbourne, it is expected that this interchange of people and ideas will have become a permanently established factor in the relationships between Australia and New Zealand and the countries of South East Asia. It is therefore expected that the XVI Olympiad will create considerable interest in all these areas beyond the immediate ranks of competitors and will draw visitors from countries whose peoples formerly had little interest in these international contests from the other side of the world.

Australia

Australia is a continent of vast distances, sparse population, and great variation in climatic and natural environment. From Sydney, the capital of New South Wales and the chief port of entry to Australia on the Pacific coast, to Perth, the capital of Western Australia and the first port of call in the west on the sea route from Europe and Africa, one measures in distance as far as from San Francisco to New York. From tropical Darwin, the international airport in the extreme north to the snow capped mountains of Tasmania is as great a contrast in climate and vegetation as from Panama to Vancouver.

Except for a few isolated mining cities like Broken Hill and Kalgoorlie, Australia's cities and population cling to the seaboard and coastal strips of the continent, with sparsely populated farmlands and vast sheep and cattle stations merging into the deserts of the centre. During the last few years these trackless areas have become the scene of considerable activity with the discovery of rich

· Miss Gordon is the commonwealth National Fitness Officer.

uranium deposits at various points. A military road, built during war time across the desert from North to South, is now in constant use, and a network of aerial services covers a considerable part of the "dead heart of Australia."

Melbourne

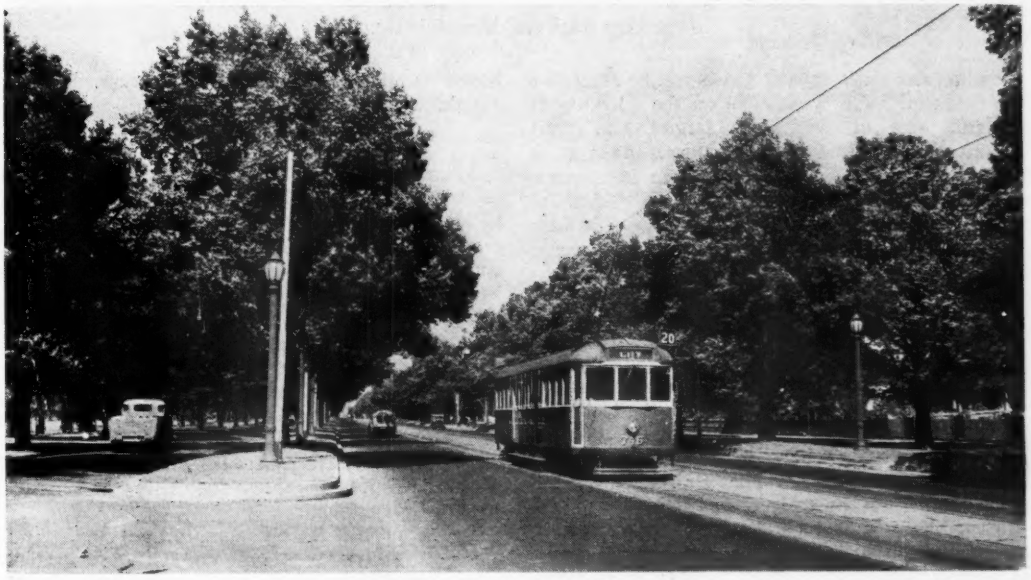
In contrast to this, the city of Melbourne, where the XVI Olympiad will be staged, is a modern city of more than 1,360,200 inhabitants, situated on the River Yarra at the head of a fine bay, Port Phillip Bay. It is a well-planned city of wide streets, fine buildings, tree-lined boulevards and extensive public parks and gardens in close proximity to the city. It has a cool, temperate climate of few extremes, though Australians from other parts of the continent, spoiled by the continuous sunshine of the inland and more northerly latitudes, complain bitterly about Melbourne's grey skies and winter cold.

With the exception of the Island of Tasmania to the south, Melbourne's climate and way of life approximate more nearly London's and the British tradition than any other Australian city. On the other hand, during the summer months from November to March, the shores and waters of Port Phillip Bay provide an almost unbroken stretch of playground for a distance of more than sixty miles on either side for swimming, sailing, fishing, and other forms of aquatic sports. In the winter there are mountains for hiking and good skiing grounds within 100 miles of the city. Good and frequent transport by electric train, tram and bus is available to all parts of the city and outlying suburbs; railway and bus transport serve more distant places in the mountains and along the sea costs. Frequent air services connect Melbourne with all other Australian capital cities, and with the main rural towns within the State.

Facilities

Like Helsinki, Melbourne has good natural resources which can readily be adapted for the staging of the Games. The main stadium will be the famous Melbourne Cricket Ground, situated within two miles of the centre of the city, and the scene of many epic struggles between England and Australia in the "Battle of the Ashes." This famous ground is also the stage, at the end of every winter, for the great Australian Football Finals. Several codes of football are played in Australia, but the State of Victoria is the home of the Australian Code and the mightiest contests are fought out there.

Melbourne has only one Olympic size swimming pool, but an entirely new pool will be built for the occasion a mile or so away from the main stadium. A new cycling track will also be built; boxing and wrestling contests will be held in the well equipped West Melbourne Boxing Stadium and in the huge Melbourne Exhibition building. The latter is close to the centre of the city, and though built many years ago, in 1880, for the first International Exhibition to be held in Australia, will be renovated and made suitable for large numbers of spectators.



Sydney Road, approach to Melbourne

Australian Bush and Mountain Country

Sailing and other aquatic sports will be staged on the beautiful Lake Wendouree on the outskirts of Ballarat, one of Australia's largest and most historically interesting inland cities. Ballarat is seventy-five miles by good road from Melbourne, and was the scene of the famous "gold rushes" of the 1850's. It is now the centre of rich farming land and is on the main highway from Melbourne and Adelaide.

University of Melbourne

As far as competitors and official personnel at the Games are concerned, one of the main centres will be the University of Melbourne, which will provide some of the living accommodations in its residential colleges, and practice grounds on its adjacent playing fields. The University is the second largest of Australia's six graduate Universities and has a student enrollment of approximately 8,000. It is situated about a mile from the centre of the city, with good transport facilities in all directions. It will be within easy and direct contact with the Olympic Village, which is to be built about six miles out of the city.

Among its many faculties, some of which, like the Medical School, have a world reputation for efficient training, Melbourne has a small Department of Physical Education, established in the early years of the last war, and taking students to a two-year Diploma Course in Physical Education. Compared with similar American institutions it is a very small department, with approximately sixty students, but in its relatively short life, has established itself as a training institution of high standard.

Other Facets

Many Americans, who will make the long trip to Australia for the 1956 Olympiad, will perhaps be able to stay longer in the country than the fortnight's duration of the Games. In contrast to a European journey, Australia cannot present the wealth of historic interest in art treasures, museums and historic buildings, but there is an inexhaustible field of interest to the student of aboriginal art and to the lover of the outdoors. The influence of Australian aboriginal art is just beginning to have its impact on Australian culture, which formerly took its inspiration solely from Europe. Only within the last decade have Australian artists, writers and musicians begun to express themselves in a basically Australian idiom.

To the lover of the outdoors, to the botanist and the naturalist, Australia's peculiarly Australian scenery provides perhaps the greatest interest. If a journey can be made to the town of Alice Springs, in the heart of the continent, the traveller will see landscape of a colour and strange contour not to be seen anywhere else; or he can explore the tropical wonders of the Great Barrier Reef or the magnificent unspoiled mountain and lake scenery of central Tasmania. Everywhere he will see mountains, hills and plains covered with Australia's evergreen trees, hundreds of different kinds of native eucalyptus and bush flowers. For the naturalist, there is an absorbing interest in Australia's strange Marsupial Animals, and her many kinds of birds.

For the sportsman, Australia is the amateur's paradise. Tennis and football are played as universally as baseball is in the U.S.A. Every small boy kicks a football round his backyard, in the street, in the vacant paddock along the street; every country town has its football ground, its tennis courts, and its golf links. These may be sun-scorched, dry and dusty for a good part of the year, but for most rural communities they are the real centres of community life and interest. For those who play along the seaboards, swimming and fishing are universal.

One of Australia's major contributions to amateur aquatic sport is her famous Surf Life-Saving Organization, whose 13,000 active and reservist members and 175 affiliated clubs, not only engage in one of the most exhilarating and strenuous of aquatic sports, but have also built up a fine tradition of voluntary service. This service has taken the form of a life-saving patrol service which operates throughout the summer season and protects thousands of surfers and swimmers on the beaches round Australia's coastline. The visitor interested in amateur sport should not fail to see some of these famous surf life-saving teams in action, either on the beaches close to Sydney, where the sport originated, or along the shores of Port Phillip Bay, where there are several fine surf clubs operating.

Many Americans knew and grew to understand and like Australia during the war years. For those who will come for the first time in 1956, it is hoped that they also will like Australia and will find their journey one of lasting interest and enjoyment.

The greatest amateur sports affair, the XVI Olympiad, held in a new but friendly setting will be the magnet that brings thousands from all over the world.

Health

What do teachers have in the way of stimuli to move young people to take advantage of the opportunity for health made possible by their own constitutions and the raw materials for health in their environments? Fear is out—no one wants young people to be worried about their health. Prudence and common sense and other daughters of the wisdom which comes as the years pass are out. So far, Father William is the only old man who has given the following reason when asked by a young man why he was so hale and hearty: "In the days of my youth," Father William replied,

"I remembered that youth could not last;
I thought of the future, whatever I did,
That I never might grieve for the past."

Harping on the theme that no one really knows what health means until he has lost it is out. Much of the subject matter of health education deals with measures that youngsters can take to keep from having experiences that might convince them of the validity of this saving.

Perhaps the most effective motivation devised so far is to give health the credit for what it makes possible. A good public relations council sees that his client gets credit for everything that has value in the estimation of those whom the client wishes to impress. What does youth value: athletic prowess? good times? good looks; popularity? getting through high school? earning power? a home of one's own? Surely the raw materials of health and the healthy bodies they help to make possible can be given a large share of the credit for the attainment of these valuable possessions.

To the poet it is not raining rain—it's raining daffodils and violets; to the farmer, wheat and apples and potatoes; to the water commissioners, so many more thousands of gallons of water for the reservoirs. By helping young people to take the leap of the imagination from means to end in health education, health may gain value to the eyes of youth, not for its own sake, but for the solid satisfaction it makes possible.

From IAHPER March, 1951

Ethics in School Sports

Ethics is defined as the science of moral duty and action, the principles of right conduct. Our ethics grow out of our thinking and are reflected in our attitude and conduct.

In every field of endeavor or social group there is an accepted code of ethics either written or unwritten. Each business, profession, group, team or individual has its own ethics, each with distinguishing characteristics. The code of ethics in professional sports will differ some from that of amateur sports. There should be general agreement that the purpose of school athletics is the beneficial, physical, personality and character development of students, both participants and nonparticipants. Can there be general agreement on the ethics of school sports? What is your school's code of athletic ethics?

Sportsmanship Interpreted

Sportsmanship is a term widely used when referring to ethical attitude and conduct in connection with athletics and sports in general. Do we understand its meaning? You will find some interpretations of the meaning of sportsmanship given below, as recorded in the Oklahoma High School Association Bulletin.

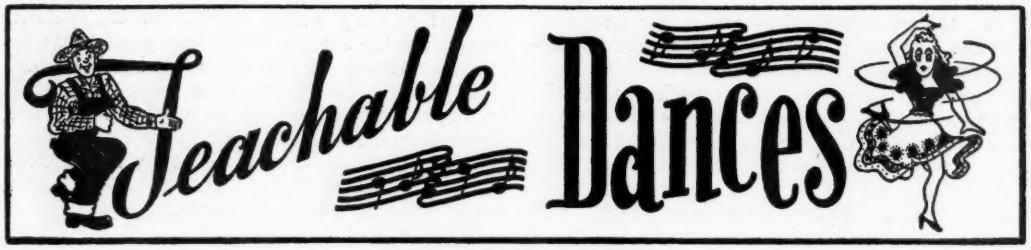
Sportsmanship is that quality of honor that desires always to be courteous, fair and respectful and is interpreted in the conduct of players, spectators, coaches and school authorities . . . Fielding H. Yost.

Sportsmanship is simple. It is merely being gentle in strength, being courageous in weakness, keeping the rules, playing the game, being on the level with adversaries and on the level with yourself . . . Walter Trumbull.

Sportsmanship is a quality of honor exemplified in our behavior. It is an application of that portion of our ethics found in the area above and beyond the requirements of agreements, rules, accepted standards and normal procedures . . . Oklahoma H. S. Bulletin.

Play fair, play hard, win if you can, lose if you must, but take every thing without whimpering . . . Walter Camp.

From The Coach, September, 1955.



Edited by Harry Grabner

Our guest caller this issue is Carl Geels, piano playing square dance caller of Ft. Wayne, Indiana. He has been very much in the Hoosier square dance picture since 1929, when but a boy, he began playing in an orchestra with his father for the local husking bees, barn and house warmings.

Today, Geels is one of the two only known piano-playing callers in the country. He took up calling professionally three years ago, and is currently editing the HOOSIER SQUARE DANCER magazine, a project he started almost three years ago. Carl is also treasurer of the Ft. Wayne Callers' Club, and Northeast representative of the Indiana State Callers' Association.

Last March, Carl recorded a couple of sides for the Emerald Record Company, "Margie", and "Doodle-le-doo" (Emerald No. 2006). Instrumental records for these tunes may be secured from the Hoedown Record Company, Seattle, Washington.

Margie

Emerald Record No. 2006

Intro, Break, Ending:

1. Join hands—to the center and backya go with Margie
   Now circle right, keep goin' right around that great big ole ring, and
   When you get her home you stop 'n Hug and Swing, and
   Allemande-left the left hand lady
   Grand change 'round that ole hall, and
   When you meet this Margie maid
   Run along and promenade, with
   Margie, Margie what-a-gal!

Figure:

2. One and three—you separate, go 'round the outside, then
   Box the gnat when ya meet your pet, and
   Do-sa-do go back t' back
   Allemande left, then the
   Head two couples do-sa-do, then right and left thru
   Truck down the center turn your Margie twice around, now
   Chain your ladies left
   Chain 'em back and keep in step, with
   Margie, Margie my gal!

Sequence:

1; 2 for heads;
1; 2 for sides; 1 ending.

Instruction:

1. Self explanatory
2. Active couples divide—lady right, gent left and go around outside to meet in opposite position. As they meet, gent offers right hand (palm upward) to his partner's right and with hands joined, lady does a left-face turn under her own and partner's arm while gent passes her on outside of set to take his place at her left. They then do-sa-do (right shoulder, back to back around), allemande left with their present corners; active couples then repeat do-sa-do (right shoulder 'round), then do a right and left thru back to original positions, turning partners (gent backing—lady forward, counter clockwise) twice around. Active gents then send partners to meet the *active gent's* corner (lefthand lady). These girls touch right hands, pass right shoulder and take the other's partner by the left. He helps turn her around and sends her back. Same girls touch right hands as they pass and give left hands to own partner, who turns her into position.

Doodle-de-do

Emerald Record No. 2006

Intro.
Join your hands and circle 'round left, yes
Doodle-de-do, Doodle-de-do, and
Allemande left—grand right and left
That's what you're gonna do, Doodle-de-do
A promenade when you meet your maid
Man oh man what a parade
I love it so, wherever I go, to
Square dance Doodle-de-do.

Figure:
The heads go up and back with you, then
Doodle-de-do, a right and left thru
Turn right around and chain you mama
That's what you do, doodle-de-do
A do-sa-do with the left hand lady
See-saw 'round your pretty little baby
Step right up and swing to the tune, of
Doodle-de-doodle-de-do.

Sequence:
Intro—figure for heads—figure for sides

Intro—figure for heads—figure for sides
Intro for ending

Instruction:

After completing the figure for heads and sides the first time, all gents will be in the opposite position from where they started. After the 2nd intro, gents will again be back in their original position—ladies in opposite. A repetition of the figure for both heads and sides will straighten everything out.

Two current, one night stand favorites are the Hoedown Hall recordings, "Old Apple Tree" and "I've Got a Lovely Bunch of Coconuts". The calls are self-explanatory, simple, yet very danceable and smooth flowing.

For Your One Night Stands

Old Apple Tree

Hoedown Hall Recording No. 2010

1 and 3 to the right star by the right hand
Back with the left, don't you see
Turn your partner with the left hand
And your corner by the right hand
Then swing your honey 'round beneath the tree.

CHORUS:

Allemande left, gents star with the right hand
Back with the left, you'll agree
Turn your partner by the right hand
Your corner by the left hand, then
Swing your honey 'round 'neath the tree.

I've Got a Lovely Bunch of Coconuts

Hoedown Hall Recording No. 2007

1st couple right and circle 4, hey-hey
Take 2 more and circle 6, wh'd'ya say?
Just 2 more and circle 8 the floor
Hurry up square, you'll never get there, wh'd'ya waitin' for?
Gents turn back around the outside
The 2nd time ya turn your partner left
Now promenade the ring 'n everybody sing
"Roll or bowl a ball a penny a pitch".

A Simple Schottische

Couples in varsovienne position
Starting with left foot: —L.O.D.

A. Step close, step close, step close, step turn (this is a ½ right face turn in which the varsovienne position is reversed) 4 counts
Starting with right foot—repeat A in opposite direction. 4 counts

Starting with left foot: —L.O.D.

B. Step close, step turn 2 counts
Starting with right foot—repeat B in opposite direction. 2 counts

Starting with left foot: —L.O.D.

C. 1. Walk forward starting with outside foot — 16 counts

Music: Any good schottische

CHRISTMAS GREETINGS

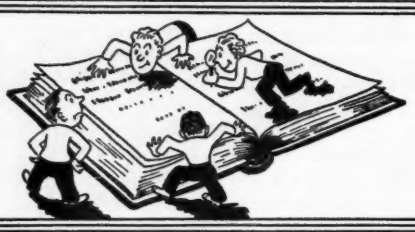
The Editor, the Business Manager, and the members of the Editorial Board extend Holiday Greetings to all our readers, and best wishes for a very Merry Christmas, and a Happy, Healthful, and Professionally Prosperous New Year! May everything good come to you and yours!

DON'T WAIT

When I quit this mortal shore,
And mosey 'round the earth no more,
Don't weep, don't sigh, don't sob,
I may have struck a better job.

Don't go and buy a large bouquet,
For which you'll find it hard to pay.
Don't mope around and feel all blue,
I may be better off than you,
Don't tell the folks I was a saint,
Or any old thing that I ain't.
If you have jam like that to spread,
Please hand it out before I'm dead.

—News Bulletin, Delaware Association for Health, Physical Education and Recreation.



BOOK Reviews

Edited by K. W. Bookwalter

American Association for Health, Physical Education and Recreation. *Children in Focus, Their Health and Activity*. 1954 Yearbook, Washington, 1954. 277pp. $3.50.

This cooperative production aims to inform edu- along with other essential understandings.
teachers, health and physical education teachers, and leaders in recreation as to the nature of the elementary school child's growth and development, his environment, and his activities.

Twenty-four authorities have brought their training and experience to bear upon this problem. Their efforts have been integrated by editorial work to make this source a unified body of material with proper coherence and emphasis.

Merely scanning these chapters reveal that this book should be read by every one who deals with the elementary school age child.

K. W. Bookwalter

American Association for Health, Physical Education, and Recreation. *Physical Education for Highschool Students*. Washington, D. C. 1955, 406 pp. $2.50 paper, $3.00 cloth.

This book is interestingly written for highschool students and gives boys and girls basic information on a well-rounded program of over 30 activities, along with other essential undertakings.

Rules, skills, cultural background, sportsmanship, health and safety requirements, and the selection and care of equipment are given for each activity chapter.

The book is profusely illustrated. More than 100 leaders in the profession gave their services to make this book available at a nominal cost to all schools and pupils.

It should make an educational contribution to a good physical education program and is a major contribution to the literature. A teacher's guide and standardized tests are available for the class use of the text. Every school library should have some copies of this text.

K. W. Bookwalter

Anderson, Jackson M., *Industrial Recreation, A Guide to Its Organization and Administration*. New York, 1955. McGraw, Hill and Company. 304 pp. $5.00.

Definitions and descriptions in the initial chapters indicate the nature and purpose of industrial recreation and its growth and development.

Recommended principles and procedures for planning and initiating an industrial recreation program are followed by suggested program activities.

Provision for leadership, financing and organizing company and intercompany associations are outlined. The concluding chapter is concerned with the evaluation of industrial recreation programs. Model constitutions are included in the appendix.

This text should be a helpful source for classes in industrial recreation and for those confronted with the administration of such a program.

K. W. Bookwalter

Bucher, Charles A., *Administration of School Health and Physical Education Programs*. St. Louis, The C. V. Mosby Company, 1955, 424 pp., $5.50.

This book is concerned with administration as it is related to the school programs of health and physical education. The first part of the book is based on the premise that many factors concerned with administration are governed by common principles, which may be applied in a multitude of organizations. Such principles are discussed at length.

The author discusses administration, legal liability, professional preparation, measurement and evaluation, and public relations. Various aspects of the Health Education program are presented. Topics such as the required physical education class program, intramural and extramural athletics, and the interschool athletic program are discussed, and community recreation, and camping and outdoor education are briefly treated.

This book is written for use by both men and women and appeals to the reviewer as the book around which he would orient a course in Administration.

J. Allen

McCloy, Charles, Harold, and Young, Norma, Dorothy, *Tests and Measurements in Health and Physical Education* (3rd Edition). New York, Appleton-Century-Crafts, 1954. 497 pp., $6.75.

This edition has been completely revised and a careful selection of available tests and measures made, with the needs of physical or health educators in mind.

Initial chapters are devoted to the purposes, basic factors and methodology of measurement in this field. Concluding chapters offer an outline of necessary statistics, item analysis, and laboratory exercises.

The body of the text is concerned with such tests and measures as motor capacity, present status in strength, endurance, track and field activities, general motor achievement, body mechanics, cardiovascular tests, knowledge, and sports potentiality.

Health measures include the medical examinations, anthropometry, and health knowledge testing.

Practical problems such as classifying, grading (marking) and administering a program are given sound treatment by these two leaders. The book is a splendid text and an indispensable source for the teacher of physical education.

K. W. BOOKWALTER

Phi Epsilon Kappa, Research Committee, *Index and Abstracts of Foreign Physical Education Literature,* Vol. 1, 1955. Indianapolis, 1955, 75 pp. $1.50. Phi Epsilon Kappa Fraternity.

A list of journals from thirty foreign countries precedes the index and abstracts.

The translations and abstracts are classified under the heads: Sports Medicine, Health Education, Recreation, Rehabilitation - Correctives - Posture, Athletics, History - Principles - Philosophy - Methods - and Curriculum, Physiology of Exercise and Physical Fitness, and General.

This is the first issue of a proposed regular publication. The abstracts show some of the many interesting developments throughout the world.

An appeal is made for additional abstractors. Those desiring to cooperate should write the fraternity secretary, Dr. R. R. Schreiber, 3747 North Linwood Avenue, Indianapolis 18, Indiana.

K. W. BOOKWALTER

SUHRIE, AMBROSE L., *Teacher of Teachers.* West Ridge, New Hampshire, Richard Smith, Publisher, Inc., 1955, 418 pp. $5.00.

Here is an intimate, well-written autobiography which not only traces the history of education from 1891 through the personal experiences of the author, but is living proof that, while life may begin at forty for some, in this instance it began early, and is still going strong at eighty-two! Dr. Suhrie describes a series of experiences ranging all the way from teaching in a one-room rural school, to organizing the graduate department of Teachers College Education at New York University. He spent more than twenty fruitful years in teacher training in that department, and at the same time had the challenging experience of visiting every state in the Union many times, and most of the teacher training institutions about as often.

The author knows the institutions, the past and present administrators, and the progress they have made in solving educational problems. Such chapter headings as "Early Years," "Twig Bending," "Board Members, Teachers, and Parents," "Apprenticeship in College Teaching," "College Administration," "University Teaching," "Retirement and Retreadment," and "Reflections at Sunset," give an idea of the scope of the text, and result in one of the most fascinating books to appear in education in many years.

The last paragraph of the book gives some of the author's philosophy, when he says, in part

> "I thank Him from the bottom of my heart that I have been privileged to be a teacher of teachers; nay, more, a teacher of thousands of teachers all over America and around the world . . . I close this record with genuine pride in their magnificent achievements."

As one of those teachers who "sat at his feet" one summer, and who has visited with Dr. Suhrie on numerous happy occasions, this reviewer should add that every one of those teachers knew greatness when they were close to it, and owe a great debt to him for the inspiration and education which they received. Since his "retirement" twelve years ago, he has continued his traveling and lecturing, as well as his teaching as Educational Consultant at Southern Missionary College, Collegedale, Tennessee.

C. O. JACKSON

WELLS, KATHARINE F., *Kinesiology,* Philadelphia, (2nd Ed.), W. B. Saunders Company, 1955, 516 pp., $5.50.

The revised edition of this book is an aid both to the teacher and the student of kinesiology. Content is selected to include only important facts, and non-technical terminology is used whenever it conveys the same meaning as technical terms. It is clearly written and well illustrated, affording one an insight into the study of kinesiology.

The book is divided into four parts. Each chapter is concluded with demonstrations and laboratory exercises, a comprehensive bibliography, and recommended readings. Also included in the appendix of the book is an outline to aid a teacher in developing a one-semester course in kinesiology.

This book is a valuable asset to a teacher and merits consideration as a basic text for college students.

SAM NEWBERG

Willie swiped his mamma's shears
Cut off both the baby's ears
This made baby so unsightly
Mamma raised her eye-brows slightly.

—FFC.

Who's Who in the Profession

Edited by K. W. Bookwalter

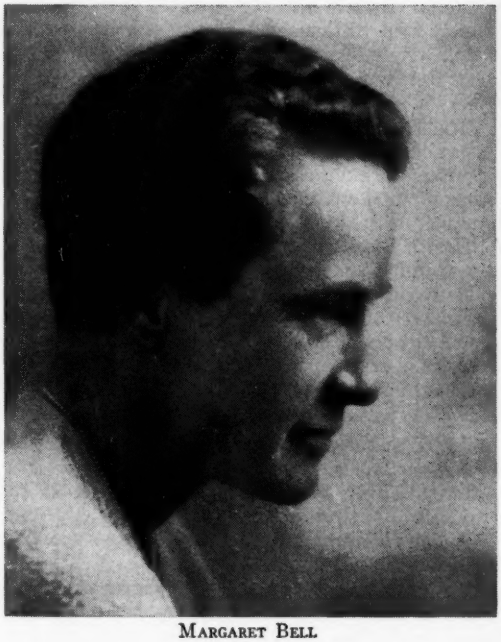
MARGARET BELL was born in Chicago, and secured her B.S. from Sargent Normal School in 1915. She graduated from the Trudeau School of Tuberculosis in 1920, and received her M.D. degree from Rush Medical School in 1921. She has a certificate from San Francisco Hospital, and has taken post-graduate work at the Universities of Chicago, Michigan, and Vienna, as well as at New York Post-Graduate School of Medicine.

Dr. Bell served as an instructor in physical education in the Chicago Public Schools, and at the University of Chicago. At present, she is professor of hygiene and physical education, chairman of the Women's Department of Physical Education, and Chief Medical Advisor of the Health Service at the University of Michigan, a position she has held since 1924.

She is a member of Pi Lambda Theta, Phi Kappa Phi, Alpha Omega Alpha, and Delta Omega. Dr. Bell has held numerous offices in local and national organizations, including serving as president of the American Association for Health, Physical Education, and Recreation.

She has been cited by the University of Chicago Alumni Association, and is a Fellow of the American Physical Education Association, the American Academy of Physical Education, the American College of Physicians, the American Medical Association, and the American Public Health Association.

Dr. Bell has contributed many articles to the literature in the fields of medicine, physical education, and health education.



MARGARET BELL

PETER VASILY KARPOVICH

PETER VASILY KARPOVICH was born in Luga, Russia, on April 6, 1896. He received his M.D. from the State Military Academy of Medicine in Leningrad, 1919, and won a research fellowship. In 1929, he earned the M.P.E. degree from Springfield College.

His professional work began as an instructor in Swedish gymnastics in 1916, followed by a position as lecturer in physiology and kinesiology in the Graduate School of Physical Education in Leningrad. Among his other experiences are: surgeon and instructor of anatomy and physiology in the Ekaterinburg School of Physical Education in Russia; consultant for the YMCA in Riga, Latvia; and, since 1929, he has been serving as a professor of physiology at Springfield College. He also has the distinction of having served in two wars, as a surgeon in the Russian Army, 1919-1921, and as chief of the Laboratory of Physical Fitness, Army Air Forces School of Aviation Medicine, Randolph Field, Texas, 1942-1946.

Dr. Karpovich has served on many national committees, and has given outstanding leadership as chairman many times. He is a Fellow of the American Association for the Advancement of Science, and a Fellow of the American Academy of Physical Education. He has published more than one hundred articles, and is the author of *Physiology of Exercise*, and *Adventures in Artificial Respiration*. He is vice-president of the American College of Sports Medicine, and a contributing editor of the Journal of the Association for Physical and Mental Rehabilitation.

Dr. Karpovich is listed in Who's Who in American Men of Science, and in the International Blue Book of World Notables.